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ABSTRACT

The ERIC Administrative Bulletin (EAB) is the internal "house organ" of the Educational Resources Information Center (ERIC), the nationwide bibliographic information system covering the educational literature. ERIC is sponsored by the Office of Educational Research and Improvement (OERI) within the U.S. Department of Education. The EAB is prepared by the ERIC Processing and Reference Facility on the basis of material submitted by the ERIC Clearinghouses and other components of the ERIC system. All EAB articles are reviewed and approved by the ERIC Program Office before publication. The EAB is distributed solely within the ERIC system (approximately 20 contractors) and is intended as an internal newsletter or journal of the ERIC system and a major means for the decentralized components of ERIC to communicate and interact with one another. The EAB is also a permanent record reflecting most of the major events in the life of the ERIC system (such as personnel changes, Standing Order Customer changes, etc.) and providing in printed form essential documents (such as ERIC policy and priority statements, Clearinghouse scope statement modifications, "ERIC Processing Manual" revisions, etc.). Major categories for announcements are: Action Items; Network News; Vendors News, International News; Personnel; Clearinghouse Publications; Meetings Participated In. All new forms and all major reports commonly are included as attachments to EAB issues. (WTB)

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ERIC ADMINISTRATIVE BULLETIN (EAB)

January 1988 - January 1993

(21 issues)

A periodic newsletter prepared
by the
ERIC Facility on the basis of contributions
from the
ERIC Clearinghouses and ERIC Support Contractors
and distributed internally within the ERIC system.

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EAB ERIC® ADMINISTRATIVE BULLETIN

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Educational Resources Information Center, Office of Educational Research and Improvement, Washington, D.C. 20208

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ARTICLES ABOUT ERIC

"ERIC: An Essential Online Tool for Educators," by Susan Dunman (Electronic Learning, January 1988, p.45-47). (Attachment 5)

"Memories of a Novice", by Erik Mortensen. (DIALOG Chronolog, December 1987, p.304) (Attachment 6)

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CLEARINGHOUSE PUBLICATIONS

The ERIC Administrative Bulletin (EAB) is prepared by the ERIC Processing and Reference Facility on the basis of material submitted by all components of the ERIC system. EAB articles are reviewed and approved by Central ERIC before publication.

The EAB is intended to be the "journal" of the ERIC system and a major means for the decentralized components of ERIC to permanent record reflecting most of the major events in the life of the ERIC system (such as personnel changes, Standing Order Customer changes, etc.) and providing in printed form essential documents (such as ERIC policy and priority statements, Clearinghouse scope statement modifications, ERIC Processing Manual revisions, etc.) Submissions to the EAB are to be sent (using the standard form) to your respective monitor. The deadline for input to each monthly issue is the 10th of the month.

LIST OF ATTACHMENTS

Attachment 1: ERIC Clearinghouse Publications (1987)--Annual Request for Clearinghouse Input to This Bibliography

Attachment 2: UMI Request to ERIC to Not Cite Dissertation/Thesis Prices

Attachment 3: Canadian Education Thesurus (CET)--Status Report #4

Attachment 4: Computerized Databases Relevant to Higher Education (HE's List of 15 Databases)

Attachment 5: ERIC Microfiche Statistics, 1966-1987 (ERIC Ready Reference #11)

Attachment 6: "ERIC: An Essential Online Tool for Educators", by Susan Dunman (Electronic Learning, January 1988, p.304)

Attachment 7: "Memories of a Novice", by Erik Mortensen (DIALOG Chronolog, December 1987, p.304)

Attachment 8: Clearinghouse Input for RIE

A. September 1987
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Attachment 9: CIJE Monthly Statistical Report--January 1988

Attachment 10: CIJE Source Journal Index Update--January 1988

Attachment 11: A. ERIC/TM--revised page in ERIC Telephone Directory
B. Central ERIC--revised page in ERIC Telephone Directory

ACTION ITEMS

CS, RC, and TM Clearinghouses Change Contractors

As a result of the recent Clearinghouse competition, three new contractors will be operating ERIC Clearinghouses. While we are all sorry to see the departure of colleagues who contributed so much to the success and quality of the ERIC system, we hope our new colleagues will be welcomed into the ERIC family.

The names and addresses of the new Clearinghouse host organizations are provided below:

		STARTS
CS	Indiana University Smith Research Center, Suite 150 2805 East 10th Street Bloomington, IN 47405 Telephone: (812) 335-1236 Director: Dr. Carl B. Smith	Jan. 1, 1988
RC	Appalachia Educational Laboratory, Inc. 1031 Quarrier Street PO Box 1348 Charleston, WV 25325 Telephone: (304) 347-0400 Director: Dr. C. Todd Strohmenger	April 1, 1988
TM	American Institutes for Research (AIR) Washington Research Center 1055 Thomas Jefferson Street, NW Washington, DC 20007-3893 Telephone: (202) 342-5060 Director: Dr. Lawrence M. Rudner	Jan. 1, 1988

....CERIC

ERIC Director's Meeting Scheduled

Please put March 21 and 22, 1988 on your calendars for a national meeting of the ERIC Directors and Central ERIC. The meeting will be held in Washington, DC, and will be scheduled in conjunction with the National Technical meeting. For out-of-town Directors who will not be in Washington earlier, project officer briefings (Task 1 under the new Clearinghouse contracts) can also be scheduled during that week.

The following basic schedule has been agreed upon:

Monday, 3/21--Directors' Meeting

Tuesday, 3/22--Directors' Meeting continues in morning; joint session with National Technical meeting begins in afternoon; joint social hour/dinner in the evening.

Wednesday/Thursday, 3/23-24--National Technical Meeting continues. Directors schedule individual project officer briefings, as required.

Central ERIC will be working with Don Ely (COED) and Lynn Barnett (Technical Steering Committee) to make all the necessary arrangements, and each of you will be contacted for suggested agenda items. Nancy Krekeler has arranged for lodging and meeting rooms in the Bellevue Hotel (right around the corner from the Central ERIC office). If you have any questions, please do not hesitate to call (202) 357-6088.

....Bob Stonehill (CERIC)

Central ERIC Monitoring Assignments Announced

New Central ERIC monitoring assignments have been announced. Effective immediately, the following assignments will be in effect:

Clearinghouses	Lead Monitor	Backup Monitor
CE	Pisaro	Klein
CG	Pisaro	Krekeler
CS	Thomas	Pisaro
EA	Myers	Coulter
EC	Arundel	Thomas
FL	Thomas	Pisaro
HE	Krekeler	Pisaro
IR	Arundel	Prevel
JC	Pisaro	Myers
PS	Klein	Arundel
RC	Coulter	Klein
SE	Klein	Stonehill
SP	Coulter	Myers
SO	Arundel	Krekeler
TM	Stonehill	Arundel
UD	Myers	Stonehill

Other Components

ERIC Facility	Prevel	Arundel
EDRS	Prevel	---
ACCESS ERIC	Coulter	Myers
Adjunct Clearinghouses	Klein (Procurement)	---
Oryx Press	Prevel	---

Other Functional Assignments

Acquisitions	Krekeler	Arundel
Budget	Myers	---
Monthly Reports, Product Tracking	Prevel	Jett
ERIC Annual Report (New)	Krekeler	Stonehill

....Bob Stonehill (Central ERIC)

ERIC Clearinghouse Publications (1987)--Annual Request for Clearinghouse Input to This Bibliography

Attachment 1 is a copy of the ERIC Facility's annual request to the Clearinghouses to verify what resumes should be included in the bibliography of ERIC Clearinghouse publications for 1987.

It is very important for the ERIC system to have these listings of all ERIC Clearinghouse publications. Please give this task a high priority.

....Central ERIC

PROCESSING ADVISORIES

UMI Requests ERIC to NOT Cite Dissertation Prices in RIE (Because They Change Too Frequently)

UMI has requested (See Attachment 2) that in the future ERIC not cite the price for any dissertation or thesis available from UMI (Dissertation Abstracts). The reason for this request is that the prices for dissertations/theses from UMI change frequently, leading to the issues of RIE and the ERIC online records carrying obsolete UMI prices in the vast majority of cases.

ERIC document processors should abide by this request. The ERIC Processing Manual will be revised to reflect this request.

....Carolyn Weller (Facility)

Backfile Changes to the Availability Field--A Never-Ending Task That is Not Recommended

The ERIC Facility has recently received several requests from Clearinghouses to make backfile changes to the Availability field in older records already in the master file of ED Documents. Because data in the Availability field changes frequently and because of the infrequent reloads of the data by the online vendors, the Facility does not attempt to keep the Availability field data current. Clearinghouses should not report changes to in-print status, prices, availability, addresses, etc., for backfile correction unless the initial input was incorrect at the time the document was entered into the system.

....Carolyn Weller (Facility)

Clearinghouse Input for RIE--Fluctuating Issue Size and the Need to Shift Documents

Clearinghouse input statistics for RIE from September through December 1987 are included as Attachments 7A-D. Because of the unusual variation in the size of shipments during the last few months, it was necessary to do more shifting of documents from one issue to another than is normally done. 1243 documents (plus priorities) were received for the November issue; however, input for the December issue dipped to 996 (plus priorities) and January dipped even further, to 930 (plus priorities).

Because GPO expects RIE to be roughly similar in size from month to month, as attempt is made to avoid large variations in document input. Major variations in issue size can also cause some staffing problems at the Facility.

Clearinghouses should, therefore, endeavor to maintain weekly shipments of approximately similar size. When a 5-week issue is scheduled, it is helpful if shipments for each week can be evened out so that the 5-week issue does not end up much larger than a 4-week issue.

The Facility hopes that the recent series of document shifts from one issue to another will be completed with the February issue. However, if shipment sizes continue to be low (due to the recent Clearinghouse competitions), documents will continue to be shifted as needed.

....Carolyn Weller (Facility)

LEXICOGRAPHY

Canadian Education Thesaurus (CET)--Status Report #4

Attachment 3 is Status Report #4 of the project to prepare a Canadian Education Thesaurus. The report deals primarily with the topic of the planned degree of compatibility between ERIC and CET.

....Jim Houston (Facility)

USER SERVICES

Computerized Databases Relevant to Higher Education

HE has revised and updated its list of computerized databases relevant to higher education (see Attachment 4). Since there are literally hundreds of computerized databases and the argument probably could be made that most of them are somehow relevant to higher education, it was difficult to keep the list short. This list is admittedly not complete and it is updated only to November 1987, but it may serve as a prototype for others. Your suggestions for changes and improvements are welcome.

....Vi Walker (HE)

ERIC on CD-ROM Training for ACE Librarians

Librarians at the American Council on Education (ACE) Library and Information Service (in the National Center for Higher Education) are now well trained in using ERIC on CD-ROM. ERIC/HE recently trained Mary Font and Jill Bogart of ACE on how to save themselves time and energy in researching requests for information using ERIC on CD-ROM.

This Washington-based library is designed to serve the needs of higher education policymakers and academic administrators and works closely with 40 major higher education associations in DC. The collection of books, periodicals, and pamphlets reflects this scope and is recognized as being the most complete collection of higher education literature in the country. It also houses the archives of the American Council on Education, covering 65 years of the Council's history and involvement in national and regional issues.

....Vi Walker (HE)

The Top 10 ERIC Documents Sold by EDRS in the Fourth Quarter of 1987

The end of the year is a favorite time to record the best or worst, or top and bottom of the past year. In this vein, EDRS has thoughtfuly provided a list of the ten (10) most popular (i.e. most ordered) documents in the fourth quarter of 1987.

Therefore, in order of popularity:

TITLE	ED#	CH#
What Works, Research About Teaching and Learning	263299	AA001145
Organizing and Managing the Elementary School Classroom	223570	SP021330
What Works, Research About Teaching and Learning (Second Edition)	280940	AA001163
Computing and Higher Education: An Accidental Revolution	205068	HE014069
Organizing and Managing the Junior High Classroom	223564	SP021323
Social Studies Reform 1880-1980	211429	SO013811
Parent Involvement in Unusually Successful Compensatory Education	279428	PS016386
A Survival Kit for Invisible Colleges (Second Edition)	196317	HE013126
Evaluation Handbook for Health Education Program in Alcohol and Substance Abuse	270638	CG019111
A Reference Bibliography: A Basic Collection for an Elementary School	272203	IR051577

....Vic Fortin (EDRS)

ERIC Microfiche Statistics, 1966-1987

The Facility often gets questions from users concerning the size of the ERIC microfiche collection, how many total fiche cards are involved, how many fiche per document on average, the cost for various year spans, etc.

ERIC Ready Reference #11 was designed to answer all those questions on one convenient "Ready Reference" page (see Attachment 5)

Each Clearinghouse is being sent approximately 100 copies of this new reference product. Now that we have it, we can already see some possible improvements: Larger type, inclusion of EDRS's address; etc. Since we will have to revise this page when EDRS announces its next price increase (right around the corner), the improvements will be made at that time.

....Joanna Eustace (Facility)

USIA Requests ERIC Publications for Saudi Arabian Conference on Higher Education

At the request of the United States Information Agency (USIA), ERIC/HE supplied 25 titles from the ASHE-ERIC Higher Education Report series for a conference to be held in Saudi Arabia. The conference will have the theme "Master Planning in Higher Education." Coincidentally, ERIC/HE was even able to provide an Arabic version of one book, "Public Service in Higer Education: Practices and Priorities," which had been translated last year by a Saudi Arabian firm. USIA contacted ERIC after a survey of experts identified two publishers as the best in this field: ASHE and Jossey-Bass. All that we asked in return was that they make Jon Fife a crown prince...

....Chris Rigaux (HE)

Anecdote--Researching The "Deans List"

HE's user constituency seems to have broadened to include the Los Angeles film industry! A recent inquiry was received from a firm employed by a film company making a movie about college deans. The specific question was whether there were any real deans with the names given in the movie script to the fictional deans. We were able to help them eliminate one name and gave them leads for following up on the others. Unfortunately, we doubt that ERIC will be listed in the movie credits.

....Lynn Barnett (HE)

NETWORK NEWS

National Federation of Abstracting and Information Services (NFAIS)--ERIC Membership not Renewed due to Budget Constraints

ERIC's associate membership in the National Federation of Abstracting and Information Services (NFAIS), has not been renewed due to budget constraints. As a result, the NFAIS Newsletter will no longer be distributed to the Clearinghouses periodically along with the EAB.

.... Patricia Coulter (CERIC)

PERSONNEL

Adrienne Lannom Joins EA

Adrienne Lannom, recently hired by EA as a document cataloger and processing coordinator, received a degree in community service and public affairs (with an emphasis on public administration) from the University of Oregon and has also pursued studies in anthropology and music at New York University and at California State University at Fullerton. Her previous work experience includes positions as legislative assistant to a state representative, research assistant on a mental health/vocational rehabilitation project, and administrative assistant positions in the School of Architecture and the Department of Planning, Public Policy, and Management at the University of Oregon.

....Mary Lou Finne (EA)

Margarita Donnelly of EA Elected to CCLM Board

Margarita Donnelly, EA editor/abstractor, has been elected for another term to the Board of the Coordinating Council of Literary Magazines (CCLM). She has also been appointed to serve as Secretary of the CCLM Board during her second term of office. CCLM is a national organization based in New York City that promotes literary publishing through support of over 1000 literary magazines. Ms. Donnelly has been a member of the CCLM Board since 1986.

....Mary Lou Finne (EA)

Jonathan Fife Receives ASHE Service Appreciation Award

Joanathan Fife, Director of the ERIC Clearinghouse on Higher Education, was the first recipient of the Service Appreciation Award presented by the Association for the Study of Higher Education (ASHE). This award was made in recognition of the conclusion of Jon's decade-long voluntary service as the Association's Executive Secretary-Treasurer. For six of those years he also served as the Managing Editor of its quarterly journal, The Review of Higher Education.

....Vi Walker (HE)

MEETINGS

CG Director Addresses Virginia Counselors Association

"The Reform and Rebirth of School Guidance" was the subject of ERIC/CAPS Director Garry Walz's keynote address to the Virginia Counselors Association. At their annual meeting on November 13, Dr. Walz spoke to an audience of over 500 public school counselors,

emphasizing that new counseling methods and motives, management strategies that regard change as opportunity, and marketing strategies driven by user needs, will be responsible for a rebirth in school counseling. Dr. Walz commented on the necessity of management to be knowledge-based and highlighted the potential of the ERIC database for use by counselors.

....Dale Jerome (CG)

Mary Lou Finne (EA) Represents ERIC at FLICC/FEDLINK Regional Workshop

Mary Lou Finne represented ERIC as one of ten participants in the 3-day FLICC/FEDLINK Western Regional Library Workshop on accessing Federal databases, held in cooperation with the University of Washington, September 15-17. The Federal Library and Information Network (FEDLINK) is a cooperative program of the Federal Library and Information Center Committee (FLICC). Participants attended a morning session at which presentations were given on all the databases scheduled for the day. In the afternoon "breakout", rooms were provided where participants could go for hands-on-practice on the databases being offered that day. Approximately 40 persons attended the first day when the ERIC presentation was made, and most of them dropped in on the ERIC practice session. The majority of participants were experienced searchers and had searched ERIC. However, even the experienced librarians enjoyed the printouts of their search requests. Among the institutions represented were Bonneville Power, military bases, Boeing Technical Libraries, U.S. Government Publications, Naval Civil Engineering Library, National Park Service, Department of Labor and Industry, and numerous college and university libraries. Participants were impressed with the wide range of subjects covered in ERIC. For example, a librarian with the Bureau of Mines asked about women in mining; we found 19 citations. Other participants asked about driver education and off-road vehicles, military dependents schools, and computers used by the public in public libraries. We found two author citations for a participant who remembered sending some documents to ERIC. We stressed the areas of concentration represented by the different Clearinghouses and suggested that participants contact individual Clearinghouses for materials and assistance. ERIC/JC's "Search Strategy File" provided a perfect follow-up to that suggestion and JC can expect to receive some orders. The CD-ROM Digest by Pamela McLaughlin (IR) was of special interest to the group, as was theFacility-produced complete list of ERIC Digests. Thanks are due to Judy Wagner (CE) and Lucie Olson (TM) for sending workshop materials. We used or adapted much of their materials for the assembled handouts and transparencies used at the presentation.

....Mary Lou Finne (EA)

SUMMARY LIST OF WORKSHOPS/CONFERENCES/MEETINGS

HE	Dec. 1-4	Washington, DC	Chris Rigaux

Exhibited ERIC/HE products at the Annual Conference of the Council of Graduate Schools of the United States.

HE	Jan/ 14-15	Washington, DC	Marilyn Shorr Lynn Barnett Vi Walker Brenda Burley

Exhibited ERIC/HE products at the Association of American Colleges 74th Annual Conference

HE	Nov. 10	Washington, DC	Jonathan Fife

Attended the annual FIPSE (Fund for the Improvement of Postsecondary Education) Project Director's meeting and gave two presentations entitled "Institutionalizing Innovation: Dissemination Is Both an Art and a Science."

HE	Nov. 7	Washington, DC	Jonathan Fife Lynn Barnett Vi Walker

Attended the New Directions XII Conference of The George Washington University, School of Education and Human Development Alumni Association. Presented two workshops entitled "Computerized Information Databases: Sources of Practical Solutions for Everyday Problems."

HE	Nov. 21-24	Baltimore, MD	Jonathan Fife Marilyn Shorr Lynn Barnett Chris Rigaux Vi Walker Brenda Burley

Attended the ASHE (Association for the Study of Higher Education), Annual Meeting. Lynn Barnett and Vi Walker presented an ERIC workshop for Graduate Students.

CS	Oct. 29-31	Baltimore, MD	Karl Koenke

Represented ERIC/CS and served on the Program Committee at the annual meeting of the College Reading Association. Elected to next year's Program Committee.

CS	Nov. 20-25	Los Angeles, CA	SueAnn K. Crain Karl Koenke Fran Lehr Michael Spooner Charles Suhor

Attended the annual National Council of Teachers of English convention. Exhibited ERIC/CS products, and provided no-cost computer search demonstrations. Michael Spooner served as Chair, and Karl Koenke served as Associate Chair of an ERIC/CS sponsored session on "Peers Talking and Writing: Research from the Center for the Study of Writing," featuring three panelists from the Center for the Study of Writing. ERIC/CS also sponsored a full-day practicum workshop entitled "Unlocking Shakespeare's Language."

CS	Dec. 1-5	St. Petersburg Beach, Fl	Karl Koenke

Represented ERIC/CS at the National Reading Conference, and disseminated ERIC materials.

CS	Dec. 6-8	Long Boat Key, Fl	Karl Koenke

Represented ERIC/CS at the American Reading Forum meeting, and disseminated ERIC materials.

EA	August	Eugene, OR	Mary Lou Finne

Represented EA at the annual University of Oregon Conference, "The Computer: Extension of the Human Mind". She arranged for a total of 6 hours of free DIALOG time and conducted ERIC searches for conference participants.

ERIC CLEARINGHOUSE PUBLICATIONS

NEW PUBLICATIONS FROM CS

Mediation: Toward a Civilized System of Dispute Resolution, by John W. (Sam) Keltner, 1987 (CS 505 796). Explores the process of mediation in the context of managing struggle and examines some of the characteristics of mediators, their training and ethics, and the techniques and skills of good mediation. Available from the Speech Communication Association ($8.95).

Recommended English Language Arts Curriculum Guides, K-12, 1987, compiled by the ERIC/RCS staff and the NCTE Committee to Evaluate Curriculum Guides and Competency Requirements, Tobye P. Polk, Chair (CS 210 807). Presents four activities that turn talking into writing: role-switching, peer-questioning, topic sculpting, and forensic discussion. The activities are easily adapted to many levels, from junior high and high school through college. Available from the National Council of Teachers of English and the Speech Communication Association ($4.50 NCTE members, $5.75 nonmembers).

....SueAnn Kendall Crain (CS)

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(301) 656-9723

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ERIC CLEARINGHOUSE PUBLICATIONS
Covering the Period January 1987 - December 1987

Bibliographies of ERIC Clearinghouse publications have become an annual ERIC Facility product. The last cumulation covered the period January-December 1986; it listed 229 items.

The ERIC Facility has been requested by Central ERIC to begin preparation of the next edition of this publication, to cover material produced during the period January-December 1987.

The purpose of this communication is to ask Clearinghouses to identify all publications they feel should appear in such a bibliography. The general selection criterion is to be that the materials listed must be of sufficient quality to have been announced in Resources in Education (RIE) and to have an ED number. A computer search has been done on the ED portion of the ERIC database and resumes for all documents bearing the Publication Type 071 (ERIC publications) have been printed out. This search covers input beginning with the January 1987 RIE and extends through the December 1987 issue. Copies of 1987 ERIC Digests, Fact Sheets, and Short Reports that were not individually entered in RIE should be sent in with your report so that we may prepare a brief title listing for the back of the bibliography (as was done last year).

Enclosed are the resumes of all documents on the 1987 ERIC file identified as being ERIC Clearinghouse publications from your Clearinghouse. Please enter a checkmark beside those items that you wish to have included in the annual bibliography and strike out any that you do not wish to have included. If you have an item produced before 1987 that has an ED number but that has not appeared in earlier compilations, please send a Xerox of the record from RIE when you return your resume. (Items appearing in RIE after December 1987 will appear in the edition covering 1988.)

It is urged that care be taken in responding to this request, in order to ensure that your Clearinghouse is fully and accurately represented in this bibliography. No items returned to us and checked for inclusion will be omitted without either your concurrence or the decision of Central ERIC. As in the past, each ERIC monitor will review the items submitted by his or her Clearinghouse.

Because Central ERIC regards it as extremely important to produce this bibliography while the Clearinghouse publications are still timely, we ask that you respond to this request within two (2) weeks (i.e., by January 29, 1988) at the latest. Please return all marked up search results (both inclusions and omissions), along with the search cover sheet, to:

Clearinghouse Publications Project
ERIC Processing and Reference Facility
4350 East-West Highway, Suite 1100
Bethesda, Maryland 20814-4475

Any questions should be directed to Carolyn Weller.

December 21, 1987

ERIC
Processing and Reference Facility
Attn: Ted Brandhorst, Director
4350 East-West Highway
Suite 1100
Bethesda, MD 20814-4475

Dear Mr. Brandhorst:

Thank you for your letter of November 23rd.

With regard to Dissertation citation references, we agree that it would be in our best interest for you to cite the pub number and ask the user to inquire as to present price. We trust you will implement this policy in your availability statement in the future.

Please feel free to contact me on our toll-free number, 1-800-233-6901, extension 708, if you have any questions.

Sincerely,

Candace C. Wise

Candace C. Wise
Manager, Online Support
Dissertation Abstracts and Japan Technology

CCW/cjk

University Microfilms International
A Bell & Howell Information Company 300 North Zeeb Road, Ann Arbor, MI 48106-1346 313/761-4700

NOTES ON THE CANADIAN EDUCATION THESAURUS

Number 4, December 1987

CET COMMITTEE AT WORK

Twenty-three specialists form the Canadian Education Thesaurus (CET) Vocabulary Committee. Last October, they were asked to review lists of terms in two subject areas: "Language and Language Teaching" and "Exceptionalities and Exceptional people". All terms appearing on these lists were candidate descriptors and had been used in the Canadian literature. Members of the committee were asked to identify the terms that should be descriptors in a Canadian education information system, the terms that should appear in CET as non-descriptors, and the terms that should not appear in CET at all.

Committee members commented on problematic issues raised by the Editor, and submitted some of their own concerns. The overall greatest concern relates to the degree of compatibility between the ERIC Thesaurus and CET. In fact, the Committee's selection of descriptors and non-descriptors is remarkably faithful to ERIC choices.

FROM ERIC TO CET

ERIC and CET will be fully compatible, which does not mean that they must be identical at the terminological level. Conceptual compatibility is all that matters between two artificial indexing and retrieval languages that will not describe the same body of literature and will not be used to access the same databases. CET's very existence is based on a consensus that ERIC is not entirely appropriate for processing the Canadian educational literature. But CET cannot deviate very much from ERIC, the definitive model in the field, and information specialists need not worry about having to familiarize themselves with a totally different documentary language.

Terminology

CET will be only as specific as the Canadian literature, and will not contain as many terms as the ERIC Thesaurus. However, the whole structure of the language being hierarchic, additions at more specific (or generic) levels can be made easily when needed.

Terms that are common to CET and ERIC will normally have the same function in both thesauri (e.g. term descriptors in ERIC will be descriptors in CET). If appropriate, the ERIC terminology will be adopted in CET. However, there are some sensitive areas in Canada where changes in terminology are required (Exceptionalities and handicaps, for example): in such cases, the ERIC term will appear in CET as a lead-in term.

A few changes in meaning will be unavoidable. **Native Language**, *for instance, is used in ERIC in the sense of Mother Tongue. But in Canada, the term* **Native Languages** *refers to the Canadian Indian languages and is the preferred form for* **Aboriginal Languages** *(a term that does not even appear in ERIC).*

Hierarchies

Some of ERIC's semantic hierarchies will be slightly modified, mostly through additions of intermediate levels: e.g.

Council of Ministers of Education, Canada
252 Bloor Street West, Suite 5-200, Toronto, Ontario M5S 1V5
Telephone: (416) 964-2551

Reading Instruction BT Language Instruction *will be preferred to* **Reading Instruction BT Instruction. Language Instruction** *is a descriptor that is not used by ERIC anymore but that we will recreate to consolidate the hierarchy.* **Immersion Programs** *will have a narrow term:* **French Immersion Programs.**

When new terms are added, hierarchies will be developed on the model of existing similar terms in ERIC: e.g. **Technical Reading** *(a new term) will be developed on the model of* **Technical Writing.**

In some cases, whole new hierarchies will be developed that will parallel ERIC's. The development of a complete hierarchy for **Second Language** *seems justified in Canada: this hierarchy will be similar to that of* **Language:** *e.g.* **Second Language Proficiency, Second Language Skills,** *on the model of* **Language Proficiency, Language Skills,** *etc.*

Associations

Associative relationships (RTs) will not be as numerous in CET as they are in ERIC. Strict guidelines will be followed for the creation of RTs. RTs will not be established when multi-word descriptors have the same first word and follow each other in alphabetical order. RTs will provide a direct access to a different hierarchy or to another section of the alphabetical list: e.g. **Language** *will be related to* **Linguistics** *but not to* **Language Acquisition, Language Skills, Language Proficiency,** *etc.*

PROGRESS REPORT

A basic classificatory framework for the development of CET has been designed. Its fourteen main classes are:

Education: Philosophy, Theory, Research

Educational system and structure

Educational administration and facilities

Instructional materials and methodologies. Teaching and training.

Academic curriculum subjects

Testing and evaluation

Cognitive processes

Language and Communication

People in education (Teachers and students)

Personality characteristics and development

Exceptionalities (impairments, disabilities)

Guidance and Counseling

Life skills

Environment: family, sociocultural, economic, etc.

Each class will be developed independently to facilitate the identification of semantic hierarchies. In a later phase of the project, the broad classes will be interrelated by means of associative relationships.

As of December 1, the development of the English Language and Communication section of CET is progressing well. All terms have been verified in ERIC and in other relevant sources. A first selection of descriptors and non-descriptors has been made, and most records (of semantic relationships) are now complete. Following the establishment of the French list, this specific section of the thesaurus will be used to index the current literature.

COMPUTERIZED DATABASES RELEVANT TO HIGHER EDUCATION

DATABASE	CONTENT	INDEXING AUTHORITY	PERIOD OF COVERAGE	# RECORDS IN FILE	COST ONLINE PER HOUR/OFF LINE PER PRINT	AVAILABILITY OF COMPLETE DOCUMENTS	PRINTED PUBLICATIONS	CD-ROM	UPDATES	DATABASE PRODUCER
ABI/INFORM	Business/Management Administration (Journal Articles)	ABI/INFORM User's Guide	1971-	337,051	$81/60 cents	Data Courier (Jan. 1975-)		Beta	Weekly	Data Courier, Inc 502-582-4111 Louisville, KY 800-626-2823
ASI (American Statistics Index)	Statistical info generated by all branches & agencies of US govt.	ASI Index	1973-	170,000	$90/25 cents	Govt. Printing Office & CIS Documents on Demand	American Statistics Index	no	Monthly	Congressional Information Service, Inc. 301-654-1550 Bethesda, MD 800-638-8380
BOOKS IN PRINT	Major source of U.S. books in print, forthcoming and some going out of print	Library of Congress subj. heads	1980-	1,066,697	$65/20cents		Books in Print; Subject Guide to Books in Print; Books in Print Supplement; Paperbound Books in Print; Forthcoming Books; Subject Guide to Forthcoming Books	yes	Monthly	R.R. Bowker 212-645-9760 New York, NY 800-323-3288
CIS	U.S. Congressional papers, hearings working papers from Congress	CIS Thesaurus	1970-	217,000	$90/25 cents	CIS Documents on Demand or Gov't Printing office	CIS Index to Publications of the U.S. Congress	soon	Monthly	Congressional Information Service, Inc 301-654-1550 Bethesda, MD 800-638-8380
DISSERTATION ABSTRACTS Online	U.S. & Canadian dissertations	very broad indexing; User's Guide	1861-	921,000	$72/25 cents	University Microfilms Inc.(UMI) 800-233-0600	Dissertation Abstracts International; American Doctoral Dissertations; Comprehensive Dissertation Index	yes	Monthly	University Microfilms International 313-761-4700 Ann Arbor, MI 800-233-4981
ERIC	Education-Related Literature (Excluding textbooks, most dissertations: including 700 jrals	Thesaurus of ERIC Descriptors (11th Ed.)	1966-	605,000	$30/14 cents	ERIC Document Reproduction Service (ED #'s); UMI (EJ #'s,as indicated)	Resources in Education (RIE); Current Index to Journals in Education (CIJE)	yes	Monthly	Office of Educational Research & Improvement 202-357-6289 Washington, DC BRIC Proc. & Ref. Fac. 301-656-9721 Bethesda, MD
Foundation Grants Index	Grants over $5,000 Awarded by over 400 US philanthropic foundations to nonprofit organizations	None	1973-Retro.	300,000	$60/30 cents	Total Information is online	Foundation Grants Index; Annual Index Produced Foundation News	no	BiMonthly	The Foundation Ctr. 212-620-4230 New York, NY

PREPARED BY: The ERIC Clearinghouse on Higher Education, The George Washington University, School of Education and Human Development, Washington, DC Nov. 1987

DATABASE	CONTENT	INDEXING AUTHORITY	PERIOD OF COVERAGE	# RECORDS IN FILE	COST ONLINE PER HOUR/OFF LINE PER PRINT	AVAILABILITY OF COMPLETE DOCUMENT	PRINTED PUBLICATIONS	CD-ROM	UPDATES	DATABASE PRODUCER	
Grants	Summaries of governmental, commercial, association, foundation grant programs	Grants Thesaurus	Current	4,000	$60/30 cents	Sponsoring organization	Directory of Research Grants (Annual)	no	Monthly	The Oryx Press Phoenix, AZ	602-254-6156
Magazine Index	Broad coverage of over 400 general magazines (current affairs leisure, business)	Subject Guide to IAC Databases	1959-Mar'78 1973-	1,791,000	$84/20 cents	Full text on line for some. Dynamic Info. 415-591-5900	(Similar to Reader's Guide to Periodical Literature)	yes	Monthly	Information Access Company Belmont, CA	415-591-2333 800-626-9935
Management Contents	Business theory & management theory from 150 jnls; also books, reports	Subject Guide to IAC Databases	1974-	253,000	$90/55 cents	Full text on line for some. Dynamic Info. 415-591-5900		no	Monthly	Information Access Company Belmont, CA	415-591-2333 800-626-9935
National Newspaper Index	Covers Christian Science Monitor, Wall St. Journal, Washington Post, L.A. Times	Subject Guide to IAC Databases	1979-(1982 W Post LA Time)	1,241,000	$84/20 cents	Same as Above		part	Monthly	Same as Above	Same as Above
NTIS	Govt sponsored research, development & engineering; also analysis of hard & soft sciences.	Thesaurus of Engineering & Scientific Terms & other	1964-	1,216,000	$69/35 cents	NTIS 703-487-4650	Govt. Report Announcement and Index (GRA & I) assorted abstract news	yes	BiWeekly	National Technical Information Service US Dept. of Commerce Springfield, VA	703-487-4600 703-487-4640
PsycINFO	Psychology/Behavioral Science	Thesaurus of Psychological Index Terms	1967	551,500	$55/20 cents	Information on Demand 800-227-8750 415-644-4500	Psychological Abstracts	yes	Monthly	American Psychological Association Washington, DC	703-247-7829 800-336-4980
Social Scisearch	Social/Behavioral Science (journals & some monographs)	none	1972-	1,666,000	$63/35 cents (subscribers) $99/35 cents (non-subs.)	1979/present Genuine Article Service 800-523-1850	Social Sciences Citation Index	no	Monthly	Institute for Scientific Info. Philadelphia, PA	800-523-1857 800-523-1850
Sociological Abstracts	Social/Behavioral science literature: 1200 jrnls & other serial publications	User's Manual of Indexing Terms	1963-	137,766	$60/30	Database producer or UMI, as indicated	Sociological Abstracts (includes Bibliography of Book Reviews since 1979; Bibliography not online)	yes	3xYear	Sociological Abstracts, Inc. San Diego, CA	619-565-6603

(11/87)

ERIC Ready Reference #11
January 1988

ERIC Microfiche Statistics
(Resources in Education, 1966-1987)

Year	Accession Range	Total Documents	Documents Filmed *	% Filmed	Total Fiche Cards **	Fiche Per Document	EDRS Price For Backfile MF (@ .082/Fiche) ***
1966-1967	ED-010 000- ED-012 348	2,349	2,347	99.9	4,426	1.89	$ 362.94
1968	ED-012 349- ED-021 151	8,803	6,946	78.9	13,679	1.97	1,121.68
1969	ED-021 152- ED-031 604	10,453	8,331	79.7	15,899	1.91	1,303.73
1970	ED-031 605- ED-042 060	10,456	8,448	80.8	16,188	1.92	1,327.42
1971	ED-042 061- ED-054 390	12,330	9,728	78.9	18,893	2.17	1,549.23
1972	ED-054 391- ED-066 620	12,230	10,079	82.4	19,555	1.94	1,603.52
1973	ED-066 621- ED-080 787	14,167	11,623	82.0	17,031	1.47	1,396.54
1974	ED-080 788- ED-095 253	14,446	12,175	84.3	17,800	1.46	1,459.60
1975	ED-095 254- ED-110 594	15,341	13,390	87.3	19,938	1.49	1,634.93
1976	ED-110 595- ED-127 413	16,819	14,660	86.8	20,891	1.43	1,713.07
1977	ED-127 414- ED-142 684	15,271	13,842	90.6	19,911	1.44	1,632.72
1978	ED-142 685- ED-157 987	15,303	14,196	92.8	20,689	1.46	1,696.50
1979	ED-157 988- ED-174 743	16,756	15,816	94.4	22,378	1.41	1,834.99
1980	ED-174 744- ED-190 736	15,993	15,436	96.5	22,645	1.47	1,856.89
1981	ED-190 737- ED-205 670	14,934	14,459	96.8	21,233	1.47	1,741.10
1982	ED-205 671- ED-219 495	13,825	13,203	95.5	19,213	1.46	1,575.45
1983	ED-219 496- ED-233 122	13,627	13,099	96.1	18,772	1.43	1,539.32
1984	ED-233 123- ED-247 369	14,247	13,977	98.1	19,651	1.41	1,611.38
1985	ED-247 370- ED-260 172	12,803	12,609	98.5	17,636	1.40	1,446.14
1986	ED-260 173- ED-272 646	12,474	12,220	98.0	16,630	1.36	1,363.50
1987	ED-272 647- ED-284 955	12,309	12,069	98.7	16,264	1.35	1,336.65
	TOTALS	**277,909**	**248,653**	**89.5**	**379,322**	**1.53**	**$28,407.15**

*Includes Level 1 (microfiche and paper copy) and Level 2 (microfiche only) accessions. Does not include Level 3 accessions (i.e. those not reproduced by ERIC). Level 3 accessions (once as high as 21%) are currently running at less than 3% of total accessions.

**The majority of documents (about 65%) fit on one microfiche (98 frames). The average number of microfiche per ED accession is currently running stable at 1.4 fiche per accession.

***The price of $0.82 per fiche card was effective October 1, 1987. Additional price increases are in process.

TELECOMMUNICATIONS

ERIC: An Essential Online Tool for Educators

By Susan Dunman

Here's everything you ever wanted to know about *ERIC*, the colossal online service for education.

Let me introduce you to *ERIC*. As an expert in the field of education, there is no equal. Mention just about any topic of interest in education, and *ERIC* can suggest appropriate journal articles, conference proceedings, lesson plans, speeches, course descriptions, research reports, surveys, or curriculum guides for your consideration.

Who is this high powered, high I.Q., photographic memory marvel? He's no big bucks consultant, ivory tower genius, or over-achieving educator. In fact, he's not a person at all. *The Educational Resources Information Center* (*ERIC*) is a national information network designed to meet the research and information needs of teachers, school administrators, counselors, and others involved in education.

Established in 1966 as an agency of the U.S. Department of Education, *ERIC* is composed of 16 clearinghouses scattered across the country. Each clearinghouse is responsible for collecting educational documents within designated subject areas. Collected documents are cataloged, abstracted, and indexed by subject, author, and responsible organization.

Materials are then sent to a central processing center, where the efforts of all clearinghouses are combined in a magnetic tape produced once a month. This tape is used in the production of a printed index and also for computer searching.

COVERS MORE THAN 780 EDUCATION JOURNALS

The amount of information available from *ERIC* is overwhelming. In addition to collecting thousands of non-journal educational documents, *ERIC* also provides coverage of articles published in approximately 780 major educational and education-related journals. With well over half a million records already in the system, this massive collection continues to grow at the rate of about 2,600 records per month.

Comprehensive coverage and voluminous holdings are impressive, but it's easy to make excuses for not using *ERIC* if information is difficult to retrieve. With the help of a microcomputer, you can toss those excuses right out the window.

The addition of a modem and telecommunications software can transform your micro into a remote terminal capable of accessing various online databases. *ERIC* is one of those databases.

The online version of *ERIC* is equivalent to the two printed indexes, *Resources in Education* (RIE) and *Current Index to Journals in Education* (CIJE). However, searching online by computer offers some distinct advantages over the printed versions.

The most obvious advantage is time. Research that may take hours with paper indexes can be completed in minutes. The system retrieves information matching specifications entered from your micro, and results are displayed immediately. From these results, searches may be further modified, printed out, saved to disk, or cancelled.

Another advantage to online searching is the flexibility it offers. This flexibility results from the way databases are organized. Every *ERIC* record includes up to 22 different fields of information, and each field can be searched for specific information.

Searchers can retrieve records which contain selected words or phrases within designated fields. Fields may be searched individually or in combination. The more combinations used, the more precise will be the search results.

Take a look at an actual online search. A teacher wanted to introduce online searching to her senior high school students. To save duplication of effort, she needed to know if any curriculum guides had already been developed for this subject. The *ERIC Thesaurus* was consulted (a list of subject terms used in *ERIC*) and appropriate subjects were chosen. This is what the completed search looked like:

Select Online Systems and High Schools and Curriculum
Set 1: 3224 Online Systems
Set 2: 9805 High Schools
Set 3: 63118 Curriculum
Set 4: 1 Online Systems And High Schools And Curriculum

Here is an explanation of the search: The system was asked to locate all records which had been assigned the subject headings Online Systems, High Schools, and Curriculum. In general, each record is given up to eleven different subject headings.

The system first retrieves all records that contain any of the subjects requested. There were 3,224 records with the subject Online Systems, 9,805 with High Schools, and a whopping 63,118 records dealing with some aspects of curriculum.

SPOTLIGHT ON . . .

Publications

At Home with ERIC: Online Searching from your Home Computer
By Emma Gonzalez-Stupp and Barbara Wildemuth. This manual comes in either an "After Dark" or "Knowledge Index" edition. Guides novice online users interested in accessing *ERIC* through the *BRS* or *Dialog* system. (*ERIC*/TME, Educational Testing Service, Princeton, NJ 08541; $5.00.)

Current Index to Journals in Education
Indexes articles appearing in over 700 journals representing the core of the periodical/serial literature in the field of education. (Oryx Press, 2214 North Central at Encanto, Phoenix, AZ 85004. Subscription: $175 a year.)

Resources In Education (RIE)
A monthly abstract journal that announces research reports, curriculum materials, and other non-journal literature of interest to the educational community. (U.S. Government Printing Office (GPO), Washington, D.C. 20402; subscription: $56 a year.)

Thesaurus of ERIC Descriptors
The master list of approved Descriptors (index terms) used by the *ERIC* system. (Oryx Press; Pheonix, AZ; price varies with edition—11th edition, 1986, is $65.)

POWERFUL AND CONVENIENT ONLINE SEARCHING

The results displayed in Set 4 reveal the power and convenience of online searching. After identifying the records with any subject match, the system then sorts those records on the basis of which ones contain all three subject headings.

As can be seen from the results displayed in Set 4, this dramatically narrows the number of records retrieved. Only one record met the required specifications, the title of which was printed out. The complete bibliographic citation could have been printed just as easily, as well as an abstract of the document.

The document located by this online search was exactly what the teacher needed. The entire search took less than one minute and the cost was around one dollar. For an additional fee, the complete document could have been ordered and mailed to her within the week.

To search *ERIC* online, it is necessary to go through a database vendor. Two major database vendors which offer *ERIC* for searching are *BRS* and *Dialog*. Both companies offer hundreds of databases for online searching, but *ERIC* is one of the most popular. In fact, studies have shown that *ERIC* is the fourth most widely used bibliographic database in the United States.

Needless to say, database vendors do not offer their services free of charge. Gaining access to a vendor's databases usually requires the payment of a subscription fee. This entitles members to a password and essential documentation to database content and system commands. There are additional charges for going online to do searches and for ordering the complete text of citations retrieved.

The cost of searching varies between database vendors and even between different databases within the same system. Each vendor has its own pricing schedules, and it is difficult to accurately compare costs between different vendors.

No matter which system is chosen, the cost of the search will be based on three factors: The length of time spent connected to a database (connect-time charges); the number of records retrieved from the database (search or citation charges); and the amount of time spent connected to the main system (telecommunication charges).

MATCHING A DATABASE SYSTEM WITH YOUR NEEDS

Because online searching does cost money, it is important to select a system that matches your needs, interests, and search skills. Fortunately, there are a number of options available.

First, there are the full-featured, command driven systems. These systems are powerful, allowing for intricate search strategies and speedy processing of search requests. They take time to learn because there are no help screens, menus, or other user-friendly devices to aid in the search process.

With enough practice, searches often take less time and are more precise when using these systems, and that translates into less expensive searches. The *BRS* and *Dialog* systems are good

BEST COPY AVAILABLE

choices for full-featured searching. Those who are willing to invest time in reading database documentation and attending online training workshops should consider this approach.

The use of menu-driven systems is more appealing to many interested in online searching. Both *BRS* and *Dialog* offer separate services which incorporate menus and simplified search commands. *BRS: After Dark* and *Knowledge Index* help make searching much easier and greatly reduce the prep time needed to go online.

Although searches lack the speed and flexibility of those performed on the parent systems, this approach may be the best way to go for the majority of educators interested in doing their own searches. Manuals are available from *ERIC* which give detailed guidance in searching *ERIC* on either of these two systems.

Gateway services (see sidebar) provide yet another option for online searching. Gateways offer access to database vendors, rather than individual databases. They provide extensive help screens and usually operate on a pay-as-you-go basis, without subscription fees or monthly usage charges. Gateways are, in general, more expensive because of their extra help and convenience. But for the infrequent searcher who desperately needs information on a timely basis, they may be worth the extra cost.

New developments in computer storage technology now make it possible to take a completely different approach to searching *ERIC*. Within the last year, three different companies have produced a CD-ROM version of *ERIC*.

A CD-ROM disc is very similar to the compact disks available for recorded music. This small plastic disk can hold about 550 megabytes of data, the equivalent of 222,000 printed pages or over 1,500 floppy disks. The entire *ERIC* database of more than 600,000 citations, with its 20 years of print indexes, fits on three CD-ROM disks.

CD-ROM ELIMINATES ONLINE CHARGES

The major advantage of having *ERIC* on CD-ROM is elimination of the unpredictable charges associated with online searching. For a flat fee, the entire system can be purchased, including quarterly updates. Costly telecommunication charges are eliminated and searching can be conducted at a more leisurely pace. The more the CD-ROM is searched, the lower the cost per search.

The main disadvantages to CD-ROM are the frequency of updates (quarterly) and the fact that each micro must have its own CD-ROM drive, with only one user able to use it at a time. Despite these problems, CD-ROM is an attractive option, especially for larger institutions or organizations. Because system requirements and prices vary, it is best to contact the companies providing *ERIC* on CD-ROM directly for more information. (See separate listing of CD-ROM vendors.)

The *ERIC* system is a valuable resource for any educator, and online searching makes it more accessible than ever before. As a body of information produced by and for education colleagues, it is especially relevant to your needs and interests. Need information? Ask *ERIC*. You may be pleasantly surprised by the answer!

—Susan Dunman is a reference librarian in the Waterfield Library at Murray State University, Murray, KY.

CD-ROM Products

CD-ROM *ERIC* PRODUCTS

Dialog OnDisc ERIC
Dialog Information Services, Inc. 3460 Hillview Ave., Palo Alto, CA 94304; (415) 858-3810, (800) 334-2564.

OCLC Search CD450 for Education
Online Computer Library Center, 6565 Frantz Road, Dublin, OH 43017; (614) 764-6000.

SilverPlatter ERIC
SilverPlatter Information, Inc., 37 Walnut Street, Wellesley Hills, MA 02181; (617) 239-0306.

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DIALOG USER EXCHANGE

Memories of a Novice

By Erik Mortensen, Ed.D.
Information Services Specialist
J.P. Stevens & Co., Inc.
New York, NY

I was first introduced to the concept of online databases in 1968 as part of my work as a research associate at the Horace-Mann Lincoln Institute at Teachers College, Columbia University. The College was among the early subscribers to the ERIC Microfiche system, and I soon became an avid user.

In 1970, I started work on my dissertation dealing with different types of recording media used in classroom interaction research, such as film, videotaping, audio recordings, photography, etc. In order to make the best possible use of the extensive library holdings at the College, I turned to DIALOG to get an online search on my topic. After a couple of telephone calls, a search was implemented. One week later, I received a printout with nothing but several hundred ERIC database accession numbers, plus a bill for $10. It was, to say the least, a "no-frills" type of a search. Still, it worked like magic. It also made me the first doctoral candidate at the College to carry out essential parts of my literature research by means of online information retrieval. This was about two years before DIALOG became available as a dial-up subscription service. It was a memorable experience in many ways.

Armed with the printout as my road map, I buried myself in the Library at Teachers College. The ED-documents provided "addresses" to a broad variety of unpublished studies and reports, most of which were available in full text in the ERIC microfiche library. The EJ-references provided "addresses" to a huge library of journals. Scanning references in the microfiche library was, by far, the simplest of the two research tasks. Armed with a pocket full of dimes, I scanned one page after another on a microfiche reader until a useful reference popped up. In went a dime, and out came a chemically-treated paper copy of the page. Locating journal references occasionally proved to be a little bit more difficult and time-consuming, since the College did not subscribe to all journals cited in the printout.

At the end of each day, I would return home to my old typewriter with a stack of photocopies of original source documents, to be scrutinized further for possible use in the dissertation. As a consequence, I did not have to take extensive notes from reference materials or check quoted sources for accuracy. This research method clearly represented a significant time-saving over conventional library methods and also saved me from the frustration of trying to figure out my own hard-to-interpret scribblings.

Thanks to this simple and inexpensive online search, I was able to complete the writing of a 280-page dissertation in a few months – with footnotes on the bottom of each page – a veritable pain with an ordinary typewriter. But those were the rules.

One thing became quite evident at the time of my defense of the dissertation. The committee never questioned whether my library research was exhaustive or not. The mere fact that it had been performed on a major timesharing computer system (and implemented by an information specialist) somehow rendered an aura of authenticity, comprehensiveness, and reliability to the effort. Today, with growing computer and information literacy, procedures tend to be more stringent, since this kind of online information research is often a requirement in dissertation writing.

To me, this first exposure to online information retrieval represented the introduction to a totally new world of global information and a new way of thinking about information, which continues to fascinate me to this day.

My belated thanks to DIALOG – and whoever that nice and clever young lady was back in 1970 – for teaching me such a valuable and important lesson!

♦ ♦ ♦ ♦ ♦

Editor's Note: *Dr. Mortensen is the author of several articles on the integration of office systems. The article "Tap into Info Power" in the November 1987 issue of* Administrative Management *(pages 24-29) is a recent publication.* □

RIE INPUT BY CLEARINGHOUSE (RIESEP87)

CH	RECEIVED	TRANSFERRED IN FROM PREVIOUS MONTHS	TRANSFERRED OUT TO OTHER ISSUES OR DELAYED	REMOVED (DUPS, REJECTS, ETC.)	NET TOTAL TO RIE THIS ISSUE	GRAND TOTAL TO RIE YEAR-TO-DATE
AA	2	-	-	-	2	10
CE	134	-	1	2	131	1021
CG	68	-	1	-	67	608
CS	104	25	1	-	128	1015
EA	47	12	1	1	57	663
EC	38	-	12	-	26	410
FL	70	23	47	-	46	632
HE	87	-	-	1	86	704
IR	78	19	8	1	88	640
JC	49	-	12	-	37	349
PS	74	2	1	2	73	494
RC	30	-	1	-	29	323
SE	72	-	-	-	72	589
SO	49	3	7	2	43	464
SP	28	-	2	-	26	494
TM	47	-	2	1	44	497
UD	68	18	2	2	82	416
TOTALS	1045	+102	-98	-12	= 1037	9329

RIESEP87
REMOVE LIST (110)

A. Duplicates (11)

1. Resubmission of Clearinghouses Own Input (5)

Duplicates Detected	Duplicate of	Originally Announced in RIE	Detected by
CE 046 891	ED 166 441/CE 019 780	JUL79	FAC
CE 046 892	ED 145 189/CE 012 941	MAR78	FAC
EA 019 377	ED 268 646/EA 018 368	SEP86	FAC
PS 016 429	ED 274 423/PS 016 027	FEB87	FAC
TM 870 255	ED 277 689/TM 870 255	MAY87	FAC

2. Duplicates Appearing in RIE Three Months or More Ago (3)

Duplicates Detected	Duplicate of	Originally Announced in RIE	Detected by
HE 020 056	ED 269 472/TM 860 329	SEP86	FAC
SO 017 926	ED 277 494/RC 015 995	MAY87	FAC
UD 025 398	ED 278 153/EA 019 153	JUN87	FAC

3. Duplicates Appearing in July, August, September (3)

Duplicates Detected	Duplicate of	Originally Announced in RIE	Detected by
IR 012 645	ED 280 935/UD 025 462	AUG87	FAC
PS 016 416	ED 279 546/SE 047 817	JUL87	FAC
UD 025 453	ED 279 941/CG 019 750	AUG87	FAC

4. Total Duplicates for 1987 through Latest Issue = 81

B. Removes (1)

Accession Removed	Reason
SO 018 107	Out of ERIC's scope

C. Delays (98)

Accession Removed	Delayed/Moved to
CE 047 056	Delayed - Availability information needs clarification
CG 019 822	Delayed - Author abstract problem
CS 008 785	Delayed - Awaiting related documents
EA 019 385	Delayed - Abstract problem
EC 192 701-706	Delayed - Analytic out of sequence
EC 192 417-419	" - Cataloging problem
EC 192 427-429	Moved to October
FL 016 671-672	Delayed - Journal information needed
FL 016 586-630	" - Parent and analytics missing pages/poor reproducibility
IR 012 612	Delayed - Reproducibility
IR 012 636	" - Processing problem
IR 051 883	" - Document out of order
IR 051 910-914	" - Reproducibility
JC 870 236-247	Delayed - Serial
PS 016 537	Delayed - Missing page
RC 016 227	" - Missing page
SO 017 795-796	Delayed - Scope problem
SO 018 136-138	" - Abstract problem
SO 018 311-312	" - Cataloging problem
SP 028 769	Delayed - Awaiting appendix
SP 028 798	" - Institution problem
TM 870 271	Delayed - Processing problem
TM 870 292	" - " "
UD 025 487	Delayed - Reproducibility
UD 025 520	Delayed - Possible duplicate to October record

RIE INPUT BY CLEARINGHOUSE (RIEOCT87)

CH	RECEIVED	TRANSFERRED IN FROM PREVIOUS MONTHS	TRANSFERRED OUT TO OTHER ISSUES OR DELAYED	REMOVED (DUPS, REJECTS, ETC.)	NET TOTAL TO RIE THIS ISSUE	GRAND TOTAL TO RIE YEAR-TO-DATE
AA	1	-	-	-	1	11
CE	135	-	-	3	132	1153
CG	68	-	2	2	64	672
CS	109	-	3	-	106	1121
EA	82	2	3	-	81	744
EC	35	-	2	-	33	443
FL	67	-	2	-	65	697
HE	57	-	2	1	54	758
IR	80	-	5	-	75	715
JC	32	-	-	-	32	381
PS	52	1	-	1	52	546
RC	40	-	-	-	40	363
SE	70	-	2	2	66	655
SO	57	-	9	4	44	508
SP	68	-	3	-	65	559
TM	53	-	-	1	52	549
UD	41	-	3	-	38	454
TOTALS	1047	+3	-36	-14	= 1000	10329

C. Delayed (36)

Accession Removed	Delayed/Moved to
CG 019 898	Delayed - Scope problem
CG 019 901	" - Reproducibility problem
CS 210 548	Delayed - Missing page
CS 505 556	" - " "
CS 505 580	" - Missing information & document's age
EA 019 380-381	Delayed - Processing problem
EA 019 382	" - Reproducibility problem
EC 192 711	Delayed - Document out of order
EC 192 737	" - Related document in November issue
FL 016 682	Delayed - Better copy needed
FL 016 722	" - Abstracting problem
HE 019 982	Delayed - Serial
HE 020 486	" - Replacement copy on the way
IR 012 655	Delayed - Figures missing
IR 012 658	" - Related to IR 012 655
IR 012 681	" - Serial
SE 048 177-178	Delayed - Processing problem
SO 017 797	Delayed - Scope
SO 018 000-007	Delayed - Returned for resubmission
SP 028 862-863	Delayed - Abstract problem
SP 028 867	" - " "
UD 025 558	Delayed - Processing problem
UD 025 569	" - Better copy needed
UD 025 575	" - Part I of two parts missing

RIEOCT87
REMOVE LIST (50)

A. Duplicates (10)

1. Resubmission of Clearinghouses Own Input (3)

Duplicates Detected	Duplicate of	Originally Announced in RIE	Detected By
CE 047 187	ED 206 890/CE 030 014	FEB82	FAC
CE 047 234	ED 165 012/CE 019 781	JUN79	FAC
PS 016 545	ED 272 326/PS 016 015	DEC86	FAC

2. Duplicates Appearing in RIE Three Months or More Ago (4)

Duplicates Detected	Duplicate of	Originally Announced in RIE	Detected By
CG 019 893	ED 260 163/UD 024 378	DEC85	FAC
CG 019 922	ED 263 254/UD 024 523	MAR86	FAC
SE 048 203	ED 267 143/UD 024 762	JUL86	FAC
SO 018 196	ED 165 216/CS 502 376	JUN79	FAC

3. Duplicates Appearing in August, September, October (3)

Duplicates Detected	Duplicate of	Originally Announced in RIE	Detected By
CE 047 246	ED 282 948/UD 025 555	OCT87	FAC
HE 020 423	ED 282 481/HE 020 291	OCT87	FAC
SO 018 250	ED 280 164/EA 019 273	AUG87	FAC

4. Total Duplicates for 1987 through Latest Issue = 91

B. Removes (6)

Accession Removed	Reason
IR 012 684-685	Reprints from CIJE journal already in ERIC
SE 048 168	Cumulative later edition already in system
SO 018 233-234	Combined with SO 018 232
TM 870 338	Overlaid resume

RIE INPUT BY CLEARINGHOUSE (RIENOV87)

CH	RECEIVED	TRANSFERRED IN FROM PREVIOUS MONTHS	TRANSFERRED OUT TO OTHER ISSUES OR DELAYED	REMOVED (DUPS, REJECTS, ETC.)	NET TOTAL TO RIE THIS ISSUE	GRAND TOTAL TO RIE YEAR-TO-DATE
AA	1	-	-	-	1	12
CE	127	-	27	24	76	1229
CG	85	-	18	-	67	739
CS	142	3	32	1	112	1233
EA	92	-	19	-	73	817
EC	65	4	17	-	52	495
FL	62	-	11	-	51	748
HE	93	-	1	-	92	850
IR	91	-	55	-	36	751
JC	54	-	2	1	51	432
PS	52	-	13	-	39	585
RC	44	-	-	-	44	407
SE	72	-	15	1	56	711
SO	64	11	22	3	50	558
SP	61	-	9	2	50	609
TM	71	2	10	-	63	612
UD	72	1	24	3	46	500
TOTALS	1248	+21	-275*	-35	= 959	11288

*Includes documents from Week 5 Transferred to December

RIENOV87

REMOVE LIST (91)

A. Duplicates (10)

1. Resubmission of Clearinghouses Own Input (6)

Duplicates Detected	Duplicate of	Originally Announced in RIE	Detected By
SE 048 206	ED 282 771/SE 048 197	OCT87	FAC
SO 017 625	ED 279 569/SO 017 908	JUL87	FAC
SO 017 626	ED 279 570/SO 017 909	JUL87	FAC
SP 029 088	ED 237 488/SP 023 317	APR84	FAC
UD 025 546	ED 276 781/UD 025 213	APR87	FAC
UD 025 628	ED 283 914/UD 025 600	NOV87	FAC

2. Duplicates Appearing in RIE Three Months or More Ago (1)

Duplicates Detected	Duplicate of	Originally Announced in RIE	Detected By
UD 025 628	ED 260 098/TM 850 418	DEC85	FAC

3. Duplicates Appearing in September, October, November (3)

Duplicates Detected	Duplicate of	Originally Announced in RIE	Detected By
CE 047 407	ED 285 589/IR 052 072	DEC87	FAC
JC 870 281	ED 282 410/FL 016 700	OCT87	FAC
SO 018 298	ED 281 704/RC 016 226	SEP87	FAC

4. Total Duplicates for 1987 through Latest Issue = 101

B. Removes (59)

Accession Removed	Reason for Removal
CE 047 457-479	Forty-six (46) individual instructor/student guides were combined under 23 accession numbers and reprocessed as CE 047 434-456 in order to keep the series in sequence.
CS 008 831	Combined with CS 008 785
IR 051 957-990	Removed at the request of the submitting institution; to be replaced with a later edition entered as one volume.
SP 028 934	Pulled by Clearinghousse.

C. Delays (22)

Accession Removed	Delayed/Moved to
CG 019 949	Delayed - Better copy needed
EC 192 776	Delayed - Appendixes missing
FL 016 688	Delayed - Journal citation needed
IR 051 991	Delayed - Reproduction release needed
SO 017 852	Delayed - Scope problem
SO 018 071	" - " "
SO 018 197	" - " "
SO 018 248	" - " "
SO 018 255-256	" - Processing problem
SO 018 280	" - Abstract problem
SO 018 455	" - Page missing
TM 870 393	Delayed - Replacement pages needed
UD 025 583	Delayed - Scope
UD 025 611	" - Abstract and reproducibility problems
UD 025 619-620	" - Processing problems
UD 025 622-626	" - " "

RIE INPUT BY CLEARINGHOUSE (RIEDEC87)

CH	RECEIVED	TRANSFERRED IN FROM PREVIOUS MONTHS	TRANSFERRED OUT TO OTHER ISSUES OR DELAYED	REMOVED (DUPS, REJECTS, ETC.)	NET TOTAL TO RIE THIS ISSUE	GRAND TOTAL TO RIE YEAR-TO-DATE
AA	1	-	-	-	1	13
CE	119	27	-	5	141	1370
CG	69	17	1	-	85	824
CS	127	33	1	-	159	1392
EA	36	17	1	-	52	869
EC	50	17	26	-	41	536
FL	40	13	12	-	41	789
HE	77	1	2	1	75	925
IR	92	20	44	2	66	817
JC	50	2	1	-	51	483
PS	48	13	15	1	45	630
RC	35	-	10	-	25	432
SE	53	15	21	-	47	758
SO	74	15	25	1	63	621
SP	48	9	13	-	44	653
TM	43	9	10	-	42	654
UD	76	15	46	2	43	543
TOTALS	1038	+223*	-228**	-12	= 1021	12309

* Includes transfers from Week 5 of November.
** Includes transfers to January 1988 RIE because of low input for that issue.

RIEDEC87

REMOVE LIST (106)

A. Duplicates (9)

1. Resubmission of Clearinghouses Own Input (5)

Duplicates Detected	Duplicate of	Originally Announced in RIE	Detected By
CE 047 265	ED 260 178/CE 041 346	JAN86	FAC
CE 047 875	ED 274 877/CE 045 343	MAR87	FAC
HE 020 527	ED 266 721/HE 019 091	JUL86	FAC
PS 016 601	ED 248 034/PS 016 244	MAY87	FAC
SO 018 349	ED 279 593/SO 018 022	JUL87	FAC

2. Duplicates Appearing in RIE Three Months or More Ago (1)

Duplicates Detected	Duplicate of	Originally Announced in RIE	Detected By
UD 025 631	ED 281 183/CS 008 794	SEP87	FAC

3. Duplicates Appearing in October, November, December (3)

Duplicates Detected	Duplicate of	Originally Announced in RIE	Detected By
CE 047 705	ED 282 726/SE 048 149	OCT87	FAC
IR 052 011	ED 282 677/RC 016 214	OCT87	FAC
IR 052 012	ED 282 678/RC 016 215	OCT87	FAC

4. Total Duplicates for 1987 through Latest Issue = 110

B. Removes (3)

Accession Removed	Reason for Removal
CE 047 349	Combined with CE 047 348
CE 047 351	" " CE 047 350
UD 025 668	Pulled at the request of the author

C. Delays (94)

Accession Removed	Delayed/Moved to
CG 020 013	Delayed - Better copy needed
CS 210 567	Delayed - Reproducibility
EA 019 528	Delayed - Abstract problem
EC 192 790-795	Delayed - Section of document missing
EC 200 210	" - Source code problem
FL 016 776	Delayed - Missing pages
FL 016 826	" - Journal information needed
HE 020 458	Delayed - Better copy needed
HE 020 563	" - Processing problem
IR 012 723-755	Moved to January - part of a collection of papers from the AECT conference which were shipped for the January issue
IR 052 008	Delayed - Document was out of sequence
JC 870 380	Delayed - OERI clearance needed
RC 016 257	Delayed - Source code problem
SE 048 271-272	Delayed - Processing problem
SO 017 711	Moved to January - Related documents
SO 017 751	Delayed - Scope
SO 017 770-771	" - "
SO 017 806	" - "
SO 017 857	" - "
SO 018 296	" - Abstracting problem
SO 018 332	" - Scope
SP 028 781	Delayed - Two unrelated documents processed as one document
TM 870 388	Moved to November
UD 025 112	Delayed - Abstracting problem
UD 025 629	" - Reproducibility
UD 025 640	" - Full report needed
UD 025 678	" - Appendix missing
UD 025 679	" - Cataloging problem
UD 025 691-717	" - Processing problem

*** CIJE MONTHLY REPORT - JAN88 I.CIJE1 ***10:52:37 18 DEC 1987 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	61	21	2	61
CG	182	19	17	182
CS	197	19	5	197
EA	132	10	28	132
EC	102	10	11	102
FL	35	6	0	35
HE	114	14	0	114
IR	159	27	21	159
JC	25	2	0	25
PS	93	6	0	93
RC	41	3	0	41
SE	45	7	8	45
SO	101	4	36	101
SP	59	5	0	59
TM	31	4	0	31
UD	104	13	7	104
GRAND TOTALS	1481	170	135	1481

The Oryx Press
Suite 103
2214 North Central at Encanto
Phoenix, Arizona 85004
(602) 254-6156

CIJE SOURCE JOURNAL INDEX UPDATE
JAN88

Additions

EA Educational Management and Administration

Name Change

EC American Journal of Mental Deficiency to American Journal of Mental Retardation.

Telephone: (602) 254-6156 • Telex: 910-951-1333 • Cable Address: ORYXPHX • Alanet: ALA 0978 • Source: BCJ 387

TM

TIME ZONE: Eastern

ERIC CLEARINGHOUSE ON TESTS, MEASUREMENT, AND EVALUATION
American Institutes for Research (AIR)
1055 Thomas Jefferson Street, NW
Washington, DC 20007-3893

Telephone: (202) 342-5060 OERI Monitor: Robert Stonehill
Kevin Arundel
FTS Number: None Business Hours: 8:30 - 5:00

TITLES OF DIRECTORS	NAMES OF DIRECTORS	
Director	Dr. Lawrence M. Rudner	342-5140
Associate Director	Dr. Lauress Wise	342-5000

TITLES OF STAFF MEMBERS	NAMES OF STAFF MEMBERS	
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Director of Acquisitions and User Services	Ms. Paula M. Hannaman	342-5141
Product Development Coordinator	Ms. Carolyn B. Bagin	342-5060
Research Assistant	Mr. Philip L. Szenas	342-5060
Librarian	Ms. Kathy A. Dorko	342-5060
Indexing/Abstracting (Project Manager)	Ms. Ruth Christie (Herner & Co.)	558-8200

Note: After September 1, 1988, the TM Clearinghouse address will be:

3333 K Street, N.W.
Washington, D. C. 20007

Standing Order Customers: Massachusetts, New Jersey, Rhode Island

CERIC

TIME ZONE: Eastern

CENTRAL ERIC
(and Associated Offices)

OFFICE OF EDUCATIONAL RESEARCH
AND IMPROVEMENT (OERI)
Information Services
Education Library Division
Educational Resources Information
Center (ERIC) Branch
555 New Jersey Avenue, N.W.
Washington, D. C. 20208-1235

Telephone: (Please see individual listings.)

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Patricia Coulter	Monitor: RC, SP	357-6286
Sue Klein	Monitor: PS, SE	357-6089
Nancy Krekeler	Monitor: HE	357-6288
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Education Research Library		357-6684
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John Blake	Librarian	357-6694
Sheldon Fisher	Director, Learning and Technology Resources Center	357-6699
Stephen Sniegoski	Historian	357-6692
Educational Reference Center (ERC)		
Judith Stark	Director	357-6284
Constance Odom	Technical Information Specialist	357-6285
Joan Trumble	Educational Reference Assistant	357-6287
Diane Lewis	Secretary	357-6221

EAB ERIC ADMINISTRATIVE BULLETIN

Volume: 12
Number: 2 - 3
Date: February/March 1988

Educational Resources Information Center, Office of Educational Research and Improvement, Washington, D.C. 20208

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LIST OF ATTACHMENTS

Attachment 1A: ERIC Directors Meeting (March 21-22)--Agenda

Attachment 1B: ERIC National Technical Meeting (March 22-24, 1988)--Agenda

Attachment 2: Department of Education Press Release: "Contracts Awarded for 16 ERIC Clearinghouses"

Attachment 3: EDRS Order Form (Revised 2-1-88)

Attachment 4: SilverPlatter News Release: "SilverPlatter Announces Update to its Search and Retrieval Software"

Attachment 5: DIALOG Announcement: "Enhanced DIALOG OnDisc ERIC" (DIALOG Chronolog, February 1988, 88:25)

Attachment 6: The Longest Word in the ERIC Database (95 Characters!) (DIALOG Chronolog, February 1988, 88:40)

Attachment 7: ERIC Record of the Month (ED-238236; EC-161153)

Attachment 8: ERIC Accession Number Ranges (ERIC Ready Reference #1, revised December 1987)

Attachment 9: CIJE Source Journal Index Update for February 1988

Attachment 10: CIJE Monthly Report (CIJEFEB88)
A. CIJFEB88
B. CIJMAR88

Attachment 11: ERIC/CS--Revised Page in ERIC Telephone Directory

Attachment 12: ERIC Ready Reference #11: "ERIC Microfiche Statistics" (1966-1987)--Erratum for Total Price (All Years)

The ERIC Administrative Bulletin (EAB) is prepared by the ERIC Processing and Reference Facility on the basis of material submitted by all components of the ERIC system. EAB articles are reviewed and approved by Central ERIC before publication.

The EAB is intended to be the "journal" of the ERIC system and a major means for the decentralized components of ERIC to communicate and interact with one another. The EAB is also a permanent record reflecting most of the major events in the life of the ERIC system (such as personnel changes, Standing Order Customer changes, etc.) and providing in printed form essential documents (such as ERIC policy and priority statements, Clearinghouse scope statement modifications, ERIC Processing Manual revisions, etc.) Submissions to the EAB are to be sent (using the standard form) to your respective monitor. The deadline for input to each monthly issue is the 10th of the month.

ACTION ITEMS

ERIC Directors Meeting and National Technical Meeting--Agendas

The Final Agendas of the upcoming ERIC Directors Meeting and National Technical Meeting were distributed on March 8 and are included here as Attachment 1A-B, for your information.

....Lynn Barnett (Steering Committee)

PROCESSING ADVISORY

Target Audience Field "Inflation"

The Facility has advised us that the Target Audience field is being overused. Please note that the Target Audience field is to be recorded only when the author explicitly specifies the audience or when there is equivalent hard evidence in the document clearly identifying the intended audience. The vast majority of documents will legitimately not have an entry in the Target Audience field since the above conditions are frequently not met. Please observe the above rules so that the integrity and value of the Target Audience field can be assured for our users.

....CERIC ERIC

Classroom Instructional Materials--What to do When the Same Title Comes in a "Student Packet" and a "Teacher Packet"

Classroom materials for use in teaching and learning a given topic often come in two parts: a teacher's guide (for the use of the person doing the teaching) and a student learning packet (containing the exposition, drills, tests, and other materials that the student would use). These items often have identical titles except for the subtitle indicating the intended user.

The question arises as to how such items should be processed for RIE? Should they always be handled as separate documents? Should they always be combined? Or is a mixed strategy appropriate?

After reviewing many hundreds of such items, the ERIC Facility has come to the conclusion that a mixed strategy, based on the ability of the documents to stand alone, is the best answer.

There is, of course, always going to be a close relationship between these two parts of a given set of curriculum materials, but we have found that there is often a great deal of difference in the independence of the two pieces.

If you have a teacher's guide that does not repeat pages or material, but that constantly refers to or directs the teacher to the learning packet, then you have little more than a shell or outline and you certainly have something that no user would ever want to obtain all by itself. To make any sense, such items have to be paired with the learning packet. In such instances, we favor combining the two parts into a single accession. This has the advantage of putting things together in the way that will be most convenient for the user. It avoids the potential frustration of the user getting one half of a package only to find belatedly that they must also have the other half. This approach also avoids the proliferation of nearly identical "twin" titles, cataloged and indexed vitually identically. The database is simply made more efficient and less "clogged" if such logical combinations are made.

There are, however, other cases where each half has been put together in such a way that each can stand alone without necessarily requiring the other. If you can put yourself in the user's place and can imagine using the Teacher's Guide document alone and independently, then you can justify accessioning it independently.

The approach outlined above requires discretion and judgment on the part of the Clearinghouse. It is not the simplest solution. The simplest solution would be to always keep separate or always combine. We think that the tremendous variability in the literature ERIC processes requires us to apply our discretion (and not to blindly follow a "rule") if we are to best serve the end user. The basic decision rests with the Clearinghouse, but we have asked the Facility to question doubtful or troublesome cases as they pass through the editorial processs.

....CERIC

ERIC Reply Card

The "ERIC Reply Card" is used to provide contributors with feedback concerning the disposition of their submissions. It is usually attached to the document either in response to a special request by the contributor or to continue a longstanding agreement with an organization.

If the document is not accepted, the Clearinghouse staff should remove the card, complete the appropriate information and mail it as soon as possible. However, if the document is accepted, the card should remain stapled to the document until the ED number is assigned. The Facility staff then becomes responsible for completing and mailing the card. Clearinghouses are requested not to return the card prematurely, when only the Clearinghouse number is assigned, in order to avoid confusion for the contributor.

....Joanna Eustace (ERIC Facility)

NETWORK NEWS

Department of Education Press Release: "Contracts Awarded for 16 ERIC Clearinghouses"

Attachment 2 is the February 5, 1988 Press Release from the Department of Education announcing the completion of the Clearinghouse procurements. It is of particular interest because it lists the contract value for each Clearinghouse, totalling a record high $4,964,218.

....CERIC

New EDRS Order Form

Rather than wait any longer for final approval of requested price increases, EDRS has decided to issue a new "interim" EDRS Order Form (see Attachment 3). This form reflects an increase from $.78 to $.82 per microfiche title and an increase from $1.85 to $1.94 per twenty-five page paper copy increment. Another updated order form will be issued when the final price increases are approved.

....Vic Fortin (EDRS)

EDRS Continues to Improve Customer Service

The EDRS toll free telephone number (1-800-227-ERIC) is now being answered from 8:30 a.m. to 9:00 p.m. Eastern time, Monday through Friday.

Orders transmitted via FAX (i.e. (703) 823-0505, toll call) are accepted 24 hours a day. FAX orders must be charged to a credit card (VISA or Master Card) or to an EDRS Deposit Account

....Vic Fortin (EDRS)

COMPACT DISC (CD-ROM)

Maintenance of CD-ROM Disc Drives

The ERIC Facility regularly receives inquires about the maintenance of CD-ROM disc players. The best idea is probably to obtain a maintenance agreement at the time you purchase the drive.

If you have not availed yourself of this option, then you will probably have to deal directly with the manufacturer's repair depot. The repair centers of which we are aware are as follows:

Hitachi drives:

Hitachi
Repair Center
1333 Lawrence Expressway
Suite 118
Santa Clara, CA 95051
(408) 249-1821

Philips drives:

Philips
Repair Center
4425 ArrowWest Drive
Colorado Springs, CO 80909
(303) 593-4207

We advise you to call first, before sending in your damaged drive, in order to verify correct procedures and estimated cost.

....Pat Brown (ERIC Facility)

SilverPlatter Announces Update to its CD-ROM Search and Retrieval Software

Attachment 4 is the SilverPlatter news release announcing Release 1.4 of its retrieval system. Among the new features added with this release are: (1) scrolling both backward and forward in the INDEX; (2) "Lateral Searching", i.e. selection of search terms from data on display on the screen, without the need to key the data; (3) support of Microsoft extensions; (4) improved tutorials for the novice searcher; (5) improved speed and time of response.

....Pat Brown (ERIC Facility)

DIALOG Enhances OnDisc ERIC

The DIALOG Chronolog newsletter for February 1988 (p.88:25) announces an enhanced version of the OnDisc ERIC search system (see Attachment 5). Among the new search features are: (1) Ability to select a specific ERIC record by accession number (EN =); (2) Cascading of entries in fields such as Contract Number, and Report Number, in order to be able to search on everything under a given prefix; (3) Identifiers added to rotated display of Descriptors; and (4) Document Type options added to the Easy Menu Search.

....Pat Brown (ERIC Facility)

PERSONNEL

Magon Kinzie Joins Oryx Press--Responsible for CIJE

Ms. Magon Kinzie is the new Oryx Press contact person for matters concerning CIJE. Please address all inquiries and packages to her attention.

....Oryx Press

THE LIGHTER SIDE

The Longest Word in the ERIC Database (95 Characters!)

The Facility has long known about the longest word in the ERIC database. It caused us headaches when it first came lumbering through. Now a user at the University of Maine has stumbled over it and proposed it to DIALOG as their "Record of the Month". The word is the French version of Ronald McDonald's refrain, recorded without inter-word spaces (see ED-253047 or Attachment 6, which appeared in DIALOG Chronolog, February 1988, p. 88:40).

....Carolyn Weller (ERIC Facility)

DRAFT AGENDA -- CLEARINGHOUSE DIRECTORS' MEETING

Sunday, March 20, 1988

8:00 pm — Hospitality Hour (Don Ely's suite, Bellevue Hotel)

Monday, March 21, 1988

8:30 - 9 am — Coffee & Refreshments

9 - 11 am — Central ERIC Session. General discussion among Central ERIC staff, Directors and other participants. This session will cover new policies, initiatives, and procedures, including:

- Acquisition policies (Nancy K.)
- New online monthly reporting procedures (Jim P.)
- ERIC Annual Report (Bob T./Sam P.)
- ERIC planning and funding; Royalties
- Outside funding opportunities/ERIC "prospectus"
- Privatization of RIE (Pat C./Don Ely)
- New monitoring procedures (inc. deliverables)
- New ERIC components -- relationship of Clearinghouses to ACCESS ERIC, partners, Facility
- Adjunct clearinghouses--new concepts (Sue K.)
- Updates of system brochures
- Special projects -- criteria, funding
- Contractual obligations and ad hoc requests
- Issues from oversight hearings
- Need to revise ERIC Processing Manual/Administrative Manual/Policy Manual
- Dialog proposal for unlimited search time
- Dates for next Directors' meeting

11 - 11:30 am — Ray Fields, Director, IS -- ERIC, OERI and ED: How can ERIC cooperate with other programs and projects?

11:30 - 12 pm — Schelly Reid -- legislative perspective/discussion

12 pm - 1:30 — Luncheon

1:30 - 3:30 — Clearinghouse Directors Session. General discussion, election of new Executive Group members.

3:30 - 5:00 — CIJE -- how good is our coverage? (Dorothy M.)

SOCs -- realignment of SOC responsibilities

ERIC Digests Online -- plans to incorporate Digests into Dialog file; future activities; use of OERI Bulletin Board for EDO (Kevin A.)

User services--trade-offs between different modes (Judy C.)

Product Development and Dissemination -- sharing effective practices (UD)

Tuesday, March 22, 1988

8:30 - 9 am Coffee

9 - 10:15 Continuation of previous day's sessions--

ERIC products to address Federal/State/Local policy and practice considerations (Bob Howe)

ERIC Advocates Resource Pool (Judy C.)

10:15 - 10:30 Summary and recapitulation of action items

10:30 - 11:00 Cooperative projects with Regional Laboratories, Research Centers, and National Diffusion Network (Sharon Horn, Mitch Pearlstein, Barbara Leib-Brilhart, Jim Fox, Shirley Curry)

11:00 - 12:00 Concurrent Sessions

Knowledge Synthesis (Sue Klein)
Relating Funding to Performance (Garry Walz)
New ERIC Technology (Don Ely, Jim Prevel)
Demonstration of OERI Bulletin Board (Tom Litkowski)

12:00 - 1:00 Lunch (on your own)

1:00 - 5:00 Joint Directors/Technical Meeting

AGENDA

ERIC NATIONAL TECHNICAL MEETING

Washington, D.C.
Bellevue Hotel
March 22-24, 1988

TUESDAY, MARCH 22

1:30 p.m. Joint session with Directors and Central ERIC

Agenda items to be determined. Steering Committee discussion suggestions include: (1) how Clearinghouses will work with new entities such as ACCESS ERIC and Adjunct Clearinghouses and with other OERI-funded organizations such as the National Diffusion Network, regional labs, and research centers, and (2) CDROM management and its impact on Clearinghouse functions. Brief discussion could also address revision of new system brochures (who, when, dissemination), implementation of new equipment/software requirements, possible changes in categories of users for statistical reporting, and status of 1987 DIALOG proposal to OERI for unlimited online searching, CDROM subscriptions, etc.

6:00 p.m. **ERIC Social** - "ERIC Through the Ages: A Brief Analytical Synthesis of the Conceptual Framework of the World's Finest Online, User Friendly Information Retrieval System and Its Personnel" (or some such title). Hors d'oeurves provided. Location to be announced.

WEDNESDAY, MARCH 23

8:00 a.m. Continental Breakfast and ERIC Exhibits
Registration

Pick up registration packets and admire each other's exhibits and products while you have a little breakfast.

9:00 a.m. Welcome and introductions (Lynn Barnett/HE)

9:15 a.m. Orientation to ERIC (Margaret Mann/SP)

This first session will allow participants to mix with each other while sharing information about ERIC's functions and interrelationships.

10:00 a.m. Indexing and Retrieval (Jeannie Rennie/FL, Jim Houston/Facility)

All ERIC staff have a vested interest in how literature goes into the database and how to get it out, regardless of your primary responsibilities. This session will use the recently prepared "in-house indexing guidelines" as a starting point. Small break-out groups will concentrate on general rules and/or misconceptions, including pubtypes, major and minor descriptors, population groups, etc. The session will include a brief report from the ad hoc Age Level Descriptor committee. Time will be allowed for each breakout group to report its findings, and to submit an informal written summary to the Steering Committee.

(BREAK MID-MORNING)

12:00 p.m. GROUP LUNCHEON (in the hotel)

2:00 p.m. ERIC Partners (Judi Conrad/EC)

This session will focus on how Clearinghouses will interact with their ERIC Partners. Topics may include acquisitions, workshops or other outreach, product development and/or dissemination, and any innovative ideas proposed across the system.

2:45 p.m. CIJE and Oryx Press (Anne Thompson/Oryx)

Topics to be covered include: Oryx's production schedule and how Clearinghouses should handle such things as how to add or delete a journal, how and how often to change the Source Journal Index in the front of CIJE, how to make changes in the CIJE backfile, who to contact for publicity materials, what current prices are, what Clearinghouses can expect to get for free, Oryx's policy on reproduction releases of its own publications, EPM documentation of new CIJE procedures, UMI reprint decisions, CERIC role in liaison, possibility of Source Journal Index arranged by Clearinghouse. Question and answer session included.

3:15 p.m. BREAK

3:30 p.m. Acquisitions: OERI Role (Nancy Krekeler/CERIC)

This session will focus primarily on acquiring documents from the OERI-funded projects (including labs and centers) for inclusion in the ERIC database. It should be an informative interchange on what the Clearinghouses can expect from Central ERIC, and what the Facility and Clearinghouses will continue to do. Topics to be included: lab/center document copyrights, followup procedures, expeditious processinng of ED/OERI documents by Clearinghouses.

4:30 p.m. CONCURRENT SESSIONS

(1) Special Interest Group Round Tables (as requested)

-- Exhibits
-- Acquisitions
-- Partners
-- Indexing
-- Editing RIE

(2) Assistant/Associate Director Concerns (Margaret Mann/SP)

Informal gathering to discuss middle-management issues.

5:30 p.m. Informal reception with light refreshments (Steering Committee suite)

THURSDAY, MARCH 24

8:00 a.m. Continental Breakfast and ERIC Exhibits

9:00 a.m. Digests/ERIC Digests Online (Mima Spencer/PS, Kevin Arundel/CERIC)

This will be an update on Digests in general as well as the status of the EDO file, including ACCESS ERIC role, scheduling, online sources.

9:30 a.m. Short Reports

-- Machine Readable Data Files (MRDF) (Ted Brandhorst/Facility and Charlie Missar/Facility)

MRDF has also been called "ERICSTAT." This report will give the status of these files in RIE, what Clearinghouses need to be doing with them (identifying, processing) and implications for user services. Handout.

-- EDRS (Vic Fortin/EDRS)

This report will update us on technical requirements for document reproducibility--what to do with dot matrix print quality, samples of small type acceptable for level 1 or 2 reproduction, etc.--as well as new products, customer services, upcoming price increases, 800 phone number level of activity, new invoice format. Handout.

-- InterEd (Jim Houston/Facility)

Current developments in other English-language education databases will be reported, including implications for ERIC input. Handout.

10:15 a.m. BREAK

10:30 a.m. Clearinghouse Outreach: Workshops, Networking, etc. (Judy Wagner/CE)

This session will cover a variety of user service areas, including ideas on how to reach new audiences (e.g., parents), how to make workshops stimulating, ways to update old users, how to capitalize on user service networking for acquisitions, how to manage CDROM usage, etc.

11:30 a.m. Monthly Reports to Central ERIC (Jim Prevel/CERIC)

New Clearinghouse contracts call for monthly reporting to CERIC via electronic transmission. This session will describe the required information and how to submit it, including the software to be used. Computer demonstration.

12:00 p.m. LUNCH ON YOUR OWN

1:45 p.m. Abstracting: Citing References (Jane Henson/SO)

This very brief session is get a consensus on a Steering Committee proposal to Central ERIC that RIE abstracts cite the number of references in an RIE document. CERIC will defer to the group.

2:00 p.m. User Service Products and Desktop Publishing (Gina Doggett/FL and Chris Rigaux/HE)

Ideas will be both presented and generated for using laser printer technology for off-the-shelf products and marketing materials for other Clearinghouse products.

3:00 p.m. BREAK

3:15 p.m. Special Interest Group Round Tables (as requested)

-- Vocabulary development
-- Software skills
-- Indexing
-- Desktop publishing

4:00 p.m. Tech Meeting Recommendations (Lynn Barnett/HE)

This will serve as both a brainstorming and summary session to identify issues or problems that should be brought to the attention of Clearinghouse directors and/or Central ERIC. The group as a whole will (1) suggest technical issues that have policy implications and should be communicated to directors and (2) make recommendations to the Technical Steering Committee for forwarding to Central ERIC.

5:00 p.m. Farewells

UNITED STATES
DEPARTMENT OF EDUCATION NEWS

FOR RELEASE
Friday, February 5, 1988

Jane Glickman (202) 732-4576
Mitch Pearlstein (202) 357-6560

CONTRACTS AWARDED FOR 16 ERIC CLEARINGHOUSES

The U.S. Department of Education today announced the award of nearly $5 million to operate the 16 clearinghouses of the Educational Resources Information Center (ERIC) system.

The funds are for the first year of contracts that are expected to run for five years.

The clearinghouses are major components of the 21-year-old ERIC system, which is the world's largest source of education information and now contains over 650,000 documents on education research, practice and statistics. Each clearinghouse is responsible for collecting and distilling current and comprehensive information about a particular subject area, and for making the information easily accessible to educators, scholars, policymakers, journalists, parents and the general public.

Each of the winning proposals in the clearinghouse competition ranked highest in quality as well as lowest in cost. Three of the winners are new contractors: Indiana University will operate the Clearinghouse on Reading and Communication Skills; the Appalachia Educational Laboratory will manage the Clearinghouse on Rural Education and Small Schools; and the American Institutes for Research will direct the Clearinghouse on Tests, Measurement and Evaluation.

The clearinghouse awards mark the first of several contract competitions aimed at improving and expanding the services that ERIC offers.

-MORE-

Two new components of the ERIC system will be competed later this year. ACCESS ERIC will coordinate outreach, product development and dissemination to make it easier for diverse audiences of potential users to get information from ERIC. Smaller units called Adjunct Clearinghouses will acquire documents and articles in specific fields to supplement information collected by the 16 clearinghouses. The contract to operate the existing ERIC Facility -- which builds and maintains the extensive ERIC database -- will also be recompeted this year.

"Our intention," said Assistant Secretary Chester E. Finn, Jr., whose Office of Educational Research and Improvement oversees the ERIC system, "is to revitalize the system to make it more useful to parents, educators, students and administrators seeking to improve education in their communities. The awards we have just made for the clearinghouses are an important step in the Department's efforts to expand and strengthen ERIC services."

Information in the ERIC system is made available to the public in several ways: microfiche collections are maintained at hundreds of libraries across the nation, the actual documents are available as reference materials at these libraries or can be ordered from a central distribution service, and the information is also accessible to personal computer users who can directly enter the database through commercial systems.

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NOTE TO EDITORS: Attached is a list of the 16 clearinghouse winners with their subject areas and award amounts.

AWARDS FOR ERIC CLEARINGHOUSES

Recipient	Subject Area	Amount
CALIFORNIA		
University of California at Los Angeles Contact: Dr. Arthur M. Cohen (213) 825-3931	Junior Colleges	$262,439
DISTRICT OF COLUMBIA		
George Washington University Contact: Dr. Jonathan D. Fife (202) 296-2597	Higher Education	$371,038
Center for Applied Linguistics Contact: Dr. Charles W. Stansfield, (202) 429-9551	Languages and Linguistics	$285,260
American Institutes for Research Contact: Dr. Lawrence M. Rudner, (202) 342-5140	Tests, Measurement, and Evaluation	$269,959
American Association of Colleges for Teacher Education Contact: Dr. Mary Dilworth (202) 293-2450	Teacher Education	$293,919
INDIANA		
Indiana University, Bloomington Contact: Dr. Carl B. Smith (812) 335-7167	Reading and Communication Skills	$351,062
Indiana University, Bloomington Contact: Dr. John Patrick (812) 335-3838	Social Studies/ Social Science Education	$341,443
ILLINOIS		
University of Illinois, Urbana Contact: Dr. Lilian G. Katz (217) 333-1386	Elementary and Early Childhood Education	$286,218

-MORE-

-2-

Recipient	Subject Area	Amount
MICHIGAN University of Michigan, Ann Arbor Contact: Dr. Garry R. Walz (313) 764-9492	Counseling and Personnel Services	$266,640
NEW YORK Syracuse University Contact: Dr. Donald P. Ely (315) 423-3640	Information Resources	$298,283
Teachers College, Columbia University, New York Contact: Dr. Erwin Flaxman (212) 678-3433	Urban Education	$262,619
OHIO Ohio State University, Columbus Contact: Dr. Susan Imel (614) 486-3655 or (800) 848-4815	Adult, Career, and Vocational Education	$363,952
Ohio State University, Columbus Contact: Dr. Robert W. Howe (614) 292-6717	Science, Mathematics, and Environmental Education	$315,255
OREGON University of Oregon, Eugene Contact: Dr. Philip K. Piele (503) 686-5043	Educational Management	$265,774
VIRGINIA Council for Exceptional Children, Reston Contact: Dr. Donald K. Erickson (703) 620-3660	Handicapped and Gifted Children	$461,161*
WEST VIRGINIA Appalachia Educational Laboratory, Charleston Contact: Dr. C. Todd Strohmenger (304) 347-0400	Rural Education and Small Schools	$269,196
Total for 16 clearinghouses:		$4,964,218

* Includes $155,132 provided by the Office of Special Education and Rehabilitative Services for additional work.

ERIC DOCUMENT REPRODUCTION SERVICE
3900 WHEELER AVE. ALEXANDRIA VA 22304-6409 1-800-227-3742
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EFFECTIVE FEB. 1, 1988

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Special collections of early (1956 to 1969) Office of Education Reports are also available from EDRS. These are: Office of Education Research Reports 1956-65; Pacesetters in Innovation, Fiscal Year 1966; Pacesetters in Innovation, Fiscal Year 1967; Pacesetters in Innovation, Fiscal Year 1968; Selected Documents on the Disadvantaged; Selected Documents on Higher Education; Manpower Research, Inventory for Fiscal Year 1966 and 1967; Manpower Research, Inventory for Fiscal Year 1968; Manpower Research, Inventory for Fiscal Year 1969. Please write or call for prices and shipping charges.

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ERIC CLEARINGHOUSE PUBLICATIONS

The ERIC Clearinghouses analyze and synthesize the literature of education into research reviews, bibliographies, state-of-the-art studies, interpretive studies on topics of high current interest and many similar documents designed to meet the information needs of ERIC users. Prices include shipping (except for foreign shipment).

1975 - 1977	$136.50	1980	$ 47.25	1983	$ 31.50
1978	$ 52.50	1981	$ 47.25	1984	$ 36.75
1979	$ 47.25	1982	$ 47.25	1985	$ 36.75

SilverPlatter®

NEWS RELEASE

February 4, 1988

SilverPlatter Announces Update to its Search and Retrieval Software

SilverPlatter Information, Inc. of Wellesley, MA, has announced distribution plans for its latest software update, Release 1.4. This update enhances the SilverPlatter® search and retrieval System, providing a number of features which will make searching faster and easier .

Novice users will be aided by online tutorials. Three database specific tutorials will be available, each providing hands-on interaction between the user and the system. The tutorials cover the use of the System, searching basics, and detailed searching strategies specific to the database in use. Users can follow any one or all three of the tutorials, and can exit the tutorials at any time to search on their own.

Another major enhancement to this release is SilverPlatter's Lateral Searching capability. With Lateral Searching, users can select one or more entries from the System's INDEX or one or more terms or phrases from a record displayed on the screen, and have the System automatically perform a search on the selection. This feature provides users with a faster means to search for terms which are more focused on their search concept.

Other features of this release include:

- Scrolling in the INDEX. Users can now move up and down the INDEX one line at a time, or can PageUp or PageDown in the INDEX.
- A time-out feature which is a customer-defined length of time of inactivity at the workstation before the System performs a restart.
- Use of an optional "spill device": a portion of hard disk or RAM can be designated as a spill device to temporarily store information thus making System response faster.
- Support of Microsoft Extensions.

This software update is scheduled for delivery to all SilverPlatter customers in March. For further information about SilverPlatter's software release, or any of SilverPlatter's CD-ROM datatabases, contact:

Christopher Pooley
National Sales Manager
SilverPlatter Information, Inc.
37 Walnut Street
Wellesley Hills, MA 02181
617-239-0306

Enhanced DIALOG OnDisc™ ERIC

We are pleased to announce an enhanced version of **DIALOG OnDisc ERIC**, the ERIC database in CDROM format. Benefits of the improved version include compatibility of search features with our other CDROM products, new menu options, and expanded searching capability. In addition, the entire database is now contained on two discs instead of the former three. To increase the coverage of the more recent portion of the file, one additional year has been added to the current disc, which now includes the years 1980 forward. The backfile disc covers 1966-1979.

DIALOG OnDisc ERIC provides immediate access to abstracts of articles published in over 700 educational journals, thousands of research reports, evaluation studies, curriculum guides, and lesson plans collected by the U.S. Department of Education. ERIC corresponds to two printed indexes: *Resources in Education* (RIE), and *Current Index to Journals in Education* (CIJE). An important advantage to using DIALOG OnDisc ERIC is that subscribers are able to provide unlimited searching locally to their entire user community at a fixed cost. Plus, the most recent ERIC material is easily accessible online.

New Menu Options. To provide more specific results, a limit option has been added to the Easy Menu Search so that searches may be restricted to EJ (journal) items or ED (reports, conference proceedings, curriculum materials, etc.) items. These choices are presented as menu selections. Additionally, other changes have been made to the Easy Menu Search for compatibility with other DIALOG OnDisc products.

New Search Features. In response to user requests, an **ERIC Number (EN=)** field has been added to the Command Search mode. (This addition does not apply to the online file.) The purpose of this field is to provide a means for direct SELECTion and display of specific ERIC records that corresponds to the online direct record access. (See Figure 2.)

Another new feature is the **cascading** of entries in the **Contract Number (CN=), Corporate Source (CS=), Bureau/Project Number (PN=),** and **Report Number (RN=)** fields to match the treatment of these fields in the online file. Cascading allows you to retrieve all numbers falling under a particular alphabetical or alphanumeric prefix. For example SELECT PN=CRP retrieves PN=CRP-HS-045 and all other project numbers beginning with CRP (Corporate Research Project).

To make location of indexing terms easier, **identifiers have been added to the rotated display of descriptors (ZZ=)** in both Easy Menu Search and Command Search modes. This rotated index allows you to find any word that is part of a descriptor or identifier, regardless of the word's position in the term.

DIALOG OnDisc ERIC – Current Only or Complete File. DIALOG offers two different DIALOG OnDisc ERIC subscriptions: you can license just the current ERIC information (from 1980 to the present) on one disc, or the complete ERIC file (1966 to the present) on two discs. Each subscription option includes the ERIC disc(s), quarterly updates to the current disc, the DIALOG OnDisc Manager retrieval software, the complete DIALOGLINK package for telecommunications access, complete documentation, and searching assistance via our toll-free 800 telephone number.

A yearly prepaid license fee covers the unlimited use of DIALOG OnDISC ERIC:

- **Current ERIC subscription**
  (1980-present, 1 disc with quarterly updates)
  Price: $950
- **Complete ERIC subscription**
  (1966-present, 2 discs with quarterly updates)
  Price: $1,650

Customers who have already subscribed to the complete DIALOG OnDisc ERIC database can now renew their license agreement for only $950 per year. This renewal provides:

- Quarterly update discs for DIALOG OnDisc ERIC
- Any enhancements to the DIALOG OnDisc Manager software issued during the year, along with appropriate documentation
- Continued telephone search support from DIALOG Customer Services

Customers who are now subscribers to DIALOG OnDisc ERIC will be receiving the upgraded discs and new, enhanced search software this month.

Required Equipment. You may already own some of the equipment needed for DIALOG OnDisc files. The following equipment is required:

- IBM PC, PC/XT, PC/AT, PS 2 Model 30, or 100%-compatible personal computer and IBM PC DOS Version 2.0 or higher
- 512K RAM required (640K RAM recommended)
- Hard storage disk with at least one megabyte of free space (5 megabytes of free space is recommended for walk-up use)
- Any Philips or Hitachi CDROM reader and controller card, or an Amdek Laser Drive 1 or 2, or a Digital Equipment Corporation RRD-50EA Reader (includes controller)
- A Hayes-compatible modem or certain other models, if you wish to take advantage of online searching

If you don't have a CDROM reader, you can purchase a Philips CDROM reader through a special DIALOG/Philips arrange-

(continued on page 88:26) ▶

Figure 2. DIALOG OnDisc ERIC Sample Search

```
?SELECT EN=EJ357607
      S1        1  EN=EJ357607

?TYPE S1/5

 1/5/1
EJ357607   UD513038
 A Comparison of Leadership Styles and Organizational Cultures: Implications for Educational
Equity.
  Ortiz, Flora I.; Hendrick, William
  Journal of Educational Equity and Leadership, v7 n2 p146-60 Sum 1987
  Language: English
  Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
  Journal Announcement: CIJNOV87
  Three studies of school superintendents demonstrate the relationship between leadership
styles and organizational culture. When these findings are compared and contrasted they show
that persons with three distinct leadership styles– charismatic, intentional and symbolic–used
different means to induce organizational change but educational equity was a key ingredient
for all. (VM)
  Descriptors: Administrators; Bureaucracy; Equal Education; Leadership Qualities; *Leadership
Styles; *Organizational Climate; Organizational Theories; *Superintendents
  Identifiers: California (South)
```


BEST COPY AVAILABLE

Record of the Month

From **ERIC (File 1)**

This month's "Record of the Month" was submitted by Bryan Goodwin, Information Services, University of Maine, Orono, ME. Mr. Goodwin writes, "I would like to submit the enclosed record for your 'Record of the Month' column. It may well qualify as the longest keyword in the ERIC database."

ED253047 FL014019

Ronald McDonald dit: "Tout le monde connait: 'Deuxsteakshachessaucespecialesaladefromageoignonsdansuntriplepainrondrecouvertdegrainsdesesames'" (Ronald McDonald Says: "Everyone Knows: 'Two-All-Beef-Patties-Special-Sauce-Lettuce-Cheese-Pickles-Onions-on-a-Sesame-Seed Bun'").

Headrick, Robert J., Jr.

American Council on the Teaching of Foreign Languages, Hastings-on-Hudson, N.Y.

[1984

25p.

Available from: ACTFL Materials Center, P.O. Box 408, Hastings-on-Hudson, NY 10706 (1-9 copies, $3.00; 10 or more, $2.50).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: INSTRUCTIONAL MATERIAL (051); TEACHING GUIDE (052)

Geographic Source: U.S.; New York

Journal Announcement: RIEJUN85

Target Audience: Teachers; Students; Practitioners

This booklet is intended for classroom use in first-year high school French to acquaint students with the McDonald's fast food restaurants in Paris. The specific objectives are for the student to: (1) discuss the similarities and differences between the American and Parisian McDonald's, (2) set up a miniature McDonald's in the classroom, (3) order a meal in French using phrases and vocabulary from the unit, (4) convert American dollars to French francs and the reverse, and (5) converse in French with other students about the McDonaldland food items. The materials in the booklet include an introduction for the teacher, facts about McDonald's for the student, text in English, phrases in French, self-tests (some with illustrations), exercises, photographs, and McDonald's advertising in French. The self-test answer key is also included. (MSE)

Descriptors: Advertising; Costs; Cultural Education; *Dining Facilities; *Food Service; Foreign Countries; *French; High Schools; Instructional Materials; Monetary Systems; *Popular Culture; Realia; *Second Language Instruction; *Vocabulary Development

Identifiers: France; *McDonalds

RECORD OF THE MONTH

ED 238 236 EC 161 153

Bluestone, Michael A.

Decreasing Mattress Ripping Using Forced Practice.

Pub Date—Aug 83

Note—13p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, Aug. 26-30, 1983).

Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Modification, Case Studies, Deafness, Institutionalized Persons, *Multiple Disabilities, Severe Mental Retardation

A deaf, profoundly retarded institutionalized 20-year-old, who engaged in mattress ripping, was required to participate in forced practice behavioral training. Repeatedly physically guided through ripping mattresses, he was given the aversive consequence of a squirt of tabasco sauce solution. After 5 weeks of intensive behavioral training and a 3 month followup, the resident's frequency of ripping mattresses remained at zero for 6 consecutive weeks during the followup phase. Results indicated that forced practice can be effective in intervening with low frequency, high intensity, surreptitious behavior. (Author/CL)

ERIC Accession Number Ranges
(By Year)

Resources in Education (RIE)

PRE-1966	ED	001 001 – 003 960
1966	ED	010 000 – 010 093
1967	ED	010 094 – 012 348
1968	ED	012 349 – 021 151
1969	ED	021 152 – 031 604
1970	ED	031 605 – 042 060
1971	ED	042 061 – 054 390
1972	ED	054 391 – 066 620
1973	ED	066 621 – 080 787
1974	ED	080 788 – 095 253
1975	ED	095 254 – 110 594
1976	ED	110 595 – 127 413
1977	ED	127 414 – 142 684
1978	ED	142 685 – 157 987
1979	ED	157 988 – 174 743
1980	ED	174 744 – 190 736
1981	ED	190 737 – 205 670
1982	ED	205 671 – 219 495
1983	ED	219 496 – 233 122
1984	ED	233 123 – 247 369
1985	ED	247 370 – 260 172
1986	ED	260 173 – 272 646
1987	ED	272 647 – 284 955

Current Index to Journals in Education (CIJE)

1969	EJ	000 001 – 011 707
1970	EJ	011 708 – 027 599
1971	EJ	027 600 – 045 271
1972	EJ	045 272 – 062 751
1973	EJ	062 752 – 082 164
1974	EJ	082 165 – 101 872
1975	EJ	101 873 – 121 926
1976	EJ	121 927 – 142 252
1977	EJ	142 253 – 163 351
1978	EJ	163 352 – 186 217
1979	EJ	186 218 – 207 484
1980	EJ	207 485 – 229 235
1981	EJ	229 236 – 250 663
1982	EJ	250 664 – 267 876
1983	EJ	267 877 – 286 200
1984	EJ	286 201 – 305 036
1985	EJ	305 037 – 323 036
1986	EJ	323 037 – 340 802
1987	EJ	340 803 – 358 804

The Oryx Press
Suite 103
2214 North Central at Encanto
Phoenix, Arizona 85004
(602) 254-6156

CIJE SOURCE JOURNAL INDEX UPDATE
FEB88

Additions

HE Campus Activities Programming

Name Changes

HE Journal of the College and University Personnel Association to CUPA Journal.

EC Education and Training of the Mentally Retarded to Education and Training in Mental Retardation.

*** CIJE MONTHLY REPORT - FEB88 I CIJE2 ***08:11:48 08 FEB 1988 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	118	28	18	179
CG	190	15	0	372
CS	110	12	0	307
EA	81	8	9	213
EC	323	26	58	425
FL	65	10	0	100
HE	123	10	3	237
IR	139	27	22	297
JC	21	2	0	46
PS	95	10	1	178
RC	23	4	0	64
SE	175	23	22	220
SO	112	13	27	213
SP	55	8	0	114
TM	17	4	0	48
UD	42	5	5	146
GRAND TOTALS	1678	205	165	3159

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*** CIJE MONTHLY REPORT - MAR88 I CIJE1 ***13:02.45 22 FEB 1988 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	84	19	11	263
CG	123	13	0	495
CS	49	7	0	356
EA	24	4	0	237
EC	174	15	8	599
FL	4	1	0	104
HE	190	19	10	427
IR	103	32	3	400
JC	5	1	0	51
PS	31	4	0	209
RC	15	2	0	79
SE	107	13	10	327
SO	62	3	22	275
SP	58	7	0	172
TM	22	3	0	70
UD	66	10	8	212
GRAND TOTALS	1117	153	102	4276

Attachment 10B
Page 1 of 1

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CS

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Eastern

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OERI Monitor: Bob Thomas/Sam Pisarc
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Associate Director	Dr. Roger Farr
Assistant Director	Ms. Ellie Macfarlane

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Coordinator, Subject Area Panel	Dr. Leo Fay
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Research Assistant	Ms. Sarah Davenport
Research Assistant	Ms. Amy Harrington
Research Assistant	Mr. Jin Kang
Research Assistant	Ms. Mary Morgan
RIE Coordinator	Dr. Nola Kortner Aiex
Secretary	Ms. Dana Ganninger
User Services Specialist	Ms. Gail Londergan

Standing Order Customers: Illinois, Indiana, Wisconsin

*ERIC/RCS (Reading and Communication Skills)

ERRATUM

ERIC Ready Reference #11: "ERIC Microfiche Statistics" (1966-1987) contains the correct unit price per fiche and the correct price for each year, but the grand total inadvertently wasn't totalled through 1987. The correct grand total for 1966-1987 is $31,107.30 (See Attachment).

Since a brand new unit price will go into effect as soon as the in-process price increase is finally granted to EDRS, and all the numbers in the last column will change at that time, the Facility will not reprint this Ready Reference until that soon-to-be-announced change takes place.

....Ted Brandhorst (ERIC Facility)

ERIC Microfiche Statistics
(Resources in Education, 1966-1987)

Year	Accession Range	Total Documents	Documents Filmed *	% Filmed	Total Fiche Cards **	Fiche Per Document	EDRS Price For Backfile MF (@ .082/Fiche) ***
1966-1967	ED-010 000- ED-012 348	2,349	2,347	99.9	4,426	1.89	$ 362.94
1968	ED-012 349- ED-021 151	8,803	6,946	78.9	13,679	1.97	1,121.68
1969	ED-021 152- ED-031 604	10,453	8,331	79.7	15,899	1.91	1,303.73
1970	ED-031 605- ED-042 060	10,456	8,448	80.8	16,188	1.92	1,327.42
1971	ED-042 061- ED-054 390	12,330	9,728	78.9	18,893	2.17	1,549.23
1972	ED-054 391- ED-066 620	12,230	10,079	82.4	19,555	1.94	1,603.52
1973	ED-066 621- ED-080 787	14,167	11,623	82.0	17,031	1.47	1,396.54
1974	ED-080 788- ED-095 253	14,446	12,175	84.3	17,800	1.46	1,459.60
1975	ED-095 254- ED-110 594	15,341	13,390	87.3	19,938	1.49	1,634.93
1976	ED-110 595- ED-127 413	16,819	14,660	86.8	20,891	1.43	1,713.07
1977	ED-127 414- ED-142 684	15,271	13,842	90.6	19,911	1.44	1,632.72
1978	ED-142 685- ED-157 987	15,303	14,196	92.8	20,689	1.46	1,696.50
1979	ED-157 988- ED-174 743	16,756	15,816	94.4	22,378	1.41	1,834.99
1980	ED-174 744- ED-190 736	15,993	15,436	96.5	22,645	1.47	1,856.89
1981	ED-190 737- ED-205 670	14,934	14,459	96.8	21,233	1.47	1,741.10
1982	ED-205 671- ED-219 495	13,825	13,203	95.5	19,213	1.46	1,575.45
1983	ED-219 496- ED-233 122	13,627	13,099	96.1	18,772	1.43	1,539.32
1984	ED-233 123- ED-247 369	14,247	13,977	98.1	19,651	1.41	1,611.38
1985	ED-247 370- ED-260 172	12,803	12,609	98.5	17,636	1.40	1,446.14
1986	ED-260 173- ED-272 646	12,474	12,220	98.0	16,630	1.36	1,363.50
1987	ED-272 647- ED-284 955	12,309	12,069	98.7	16,264	1.35	1,336.65
	TOTALS	**277,909**	**248,653**	**89.5**	**379,322**	**1.53**	$31,107.30

*Includes Level 1 (microfiche and paper copy) and Level 2 (microfiche only) accessions. Does not include Level 3 accessions (i.e. those not reproduced by ERIC). Level 3 accessions (once as high as 21%) are currently running at less than 3% of total accessions.

**The majority of documents (about 65%) fit on one microfiche (98 frames). The average number of microfiche per ED accession is currently running stable at 1.4 fiche per accession.

***The price of $.082 per fiche card was effective October 1, 1987. Additional price increases are in process.

EAB ERIC® ADMINISTRATIVE BULLETIN

Volume: 12
Number: 4-5
Date: April/May 1988

Educational Resources Information Center, Office of Educational Research and Improvement, Washington, D.C. 20208

ERIC ADMINISTRATIVE BULLETIN

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11. How Publicizing Can Help Your Library - Database Descriptions at the University of Ottawa ---Richard Janke

12. CIJE Source Journal Index Update

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    B. CIJJUN88

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14. Clearinghouse Input for RIE

    A. January 1988
    B. February 1988
    C. March 1988
    D. April 1988

The ERIC Administrative Bulletin (EAB) is prepared by the ERIC Processing and Reference Facility on the basis of material submitted by all components of the ERIC system. EAB articles are reviewed and approved by Central ERIC before publication.

The EAB is intended to be the "journal" of the ERIC system and a major means for the decentralized components of ERIC to communicate and interact with one another. The EAB is also a permanent record reflecting most of the major events in the life of the ERIC system (such as personnel changes, Standing Order Customer changes, etc.) and providing in printed form essential documents (such as ERIC policy and priority statements, Clearinghouse scope statement modifications, ERIC Processing Manual revisions, etc.). Submissions to the EAB are to be sent (using the standard form) to your respective monitor. The deadline for input to each monthly issue is the 10th of the month.

ACTION ITEMS

NEW EDRS ORDER FORM (APRIL 1988)---
INCORPORATING RECENT POSTAL SERVICE INCREASES

The projected second EDRS price increase referred to frequently in recent communications was not granted. The on-demand prices remain at $0.82 (MF) and $1.94 (PC) and the subscription price remains at $.082 per fiche card. With this matter settled, EDRS has re-printed the EDRS Order Form ("effective April 3, 1988") with the same prices, but taking account of the recently announced Postal Service increases ("effective April 3, 1988"). Stock of the form has been sent to all Clearinghouses and additional copies are available from EDRS. A copy of the new EDRS Order Form is provided as Attachment 1.

...Vic Fortin (EDRS)

ERIC TELEPHONE DIRECTORY---REVISION FOR 1988 COMING UP

Revised ERIC Telephone Directory pages for the new CS and TM Clearinghouses and for Central ERIC have recently been prepared and distributed via the EAB. A revision page for Oryx Press is provided herewith as Attachment 2. A similar page for the new RC Clearinghouse will be forthcoming soon.

A new ERIC Directory is currently in preparation. Each ERIC component has been sent a copy of their entry from the May 1987 Directory with a request that it be updated and returned to the Facility by May 10.

...Elizabeth Pugh (ERIC Facility)

PROCESSING ADVISORY

CONGRESSIONAL HEARINGS---CITE GPO'S CONGRESSIONAL SALES OFFICE IN AVAILABILITY FIELD (WHEN APPROPRIATE)

When Congressional hearings are available from the Superintendent of Documents, Congressional Sales Office, please cite the complete information. The Congressional Sales Office is a division of the Government Printing Office and orders for hearings will be delayed if they are intermingled with the regular GPO mail.

...Carolyn Weller (ERIC Facility)

NETWORK NEWS

ERIC TECHNICAL STEERING COMMITTEE (AS OF 4/1/88)

Appointments to the ERIC Technical Steering Committee were announced at the March National Technical Meeting in Washington. Anita Colby of JC was appointed as the new representative from the western region, and Lynn Barnett of HE was reappointed as Chair. Membership and terms of office are as follows:

REGION	REPRESENTATIVE	EXPIRATION DATE
Eastern	Margaret Mann (SP)	5/89
Facility	Jim Houston (ERIC Facility)	open
Midwest	Jane Henson (SO)	5/91
West	Anita Colby (JC)	5/91
Chair	Lynn Barnett (HE)	4/91

Central ERIC Liaison: Pat Coulter

...Lynn Barnett (HE)

NEW ERIC FACT SHEET (REVISED APRIL 1988)

The ERIC Fact Sheet (ERIC Ready Reference #7) has been revised and reorganized and is provided here as Attachment 3. The new organization deletes certain usage figures from the King Report, expands the sales data, and, in general, gives the Fact Sheet a "new look."

...Ted Brandhorst (ERIC Facility)

RIE RECIPIENTS STATISTICS (BY COUNTRY AND STATE)

Attachment 4 represents a statistical analysis of GPO's RIE Subscriber List (dated June 1987), together with some summary data provided by the Joint Committee on Printing (JCP) concerning distribution of RIE to Depository Libraries. Overall, nearly 3,000 copies of RIE are distributed to specific institutions worldwide.

...Ted Brandhorst (ERIC Facility)

ERIC/SO'S REGIONAL ASSOCIATE NETWORK (RAN)

All ERIC Clearinghouses are initiating "ERIC Partners" activities in 1988. Some of the outreach activities that preceded "ERIC Partners" can contribute to the new concept. One of these is ERIC/SO's Regional Associate Network (RAN), described in the Fall 1987 issue of SO's newsletter Keeping Up (see Attachment 5).

...Fred Risinger (SO)

ERIC BROCHURE PROJECT (ERIC/IR)---FINAL PRODUCTS (SEE ATTACHMENT 6)

"I thought you might like to see some of the final products that were used in the brochure study project.

"We discovered that parents and teachers (to a lesser extent) felt that this type of 'digest' was useful and the format was appropriate. We found that public libraries were especially good distribution points."

...Don Ely (IR)

SILVERPLATTER ANNOUNCES APPLE MACINTOSH VERSION

In a Press Release dated March 1, 1988 (see Attachment 7) SilverPlatter announced a new version of the SilverPlatter CD-ROM retrieval software designed for the Apple Macintosh. The new software will be demonstrated at the upcoming American Library Association (ALA) annual conference in New Orleans, July 9-12, 1988, and will be available in the fall of 1988.

...Pat Brown (ERIC Facility)

ORYX PRESS CONFIRMS OFFER OF FREE ERIC-RELATED PUBLICATIONS FOR THE ERIC CLEARINGHOUSES

Oryx Press has agreed to give a free copy of each Oryx Press ERIC-related publication to each of the ERIC Clearinghouses. This offer is in addition to the 43 monthly subscriptions to CIJE that are currently being sent by Oryx to the ERIC Facility for redistribution to the Clearinghouses. Clearinghouses will continue to receive a 50% discount on any other copies of ERIC publications that they order (over and above the gratis copy).

Oryx Press ERIC-related publications include: CIJE; CIJE Semiannual Cumulation; Thesaurus of ERIC Descriptors; RIE Annual Cumulation Abstracts; RIE Annual Cumulation Index. Microfiche is not included in this offer.

At the March 1988 Technical Meeting, one of the suggestions was that Oryx Press should make available to the Clearinghouses a typeset copy of the CIJE Source Journal Index arranged by Clearinghouse. Such copies are now available and Oryx will send one copy to each Clearinghouse. They can be duplicated and distributed as required. (Naturally, because the journal list is comprehensively updated on a quarterly basis, updated copies will be made available on a quarterly basis.)

...Magon Kinzie (Oryx Press)

HE AND SP COOPERATE TO PROMOTE NEW PUBLICATIONS

HE and SP have been working together to promote new publications to similar markets. HE wanted to advertise ASHE-ERIC Higher Education Report 4, 1987, entitled Learning Styles: Implications for Improving Educational Practices, by Charles Claxton and Patricia Murrell, while SP promoted Recruitment and Retention of Minority Students in Teacher Education, edited by Ernest Middleton and Emanuel Mason, No. 8

of the Teacher Education Monograph Series. For the postage price they normally spend on mailing to 15,000, each Clearinghouse reached 31,000 people. So cooperation can enable us to s-t-r-e-t-c-h our budgets. Now if only our sales double as easily....

...Chris Rigaux (HE)
and Margaret Mann (SP)

HE DIRECTOR ASSISTS CHRISTIAN SCIENCE MONITOR REPORTER

Jonathan Fife, the Director of ERIC/HE, met with James McLeod-Warrick, research manager for the Christian Science Monitor newspaper. Mr. Warrick was looking for information on how to identify specific colleges by certain majors offered and by size, in connection with a project involving students and the paper. Several sources were identified, including the Peterson's Guide database that is available online through DIALOG. We hope that our friends from the Fourth Estate will continue to take advantage of our expertise.

...Chris Rigaux (HE)

MISCELLANEOUS

NTIS PRIVATIZATION---STATUS REPORT

The issue of possibly privatizing NTIS has some obvious relevance to ERIC and we have, therefore, periodically kept you up-to-date on the progress of this matter. The latest summary appears in the NFAIS Bulletin (March 1988, p. 304) and is reproduced below.

...Ted Brandhorst (ERIC Facility)

NATIONAL DIFFUSION NETWORK (NDN) BRIEFING SHEET (Attachment 9)

AND

REGIONAL EDUCATIONAL LABORATORIES (DIRECTORS, ADDRESSES, TELEPHONE NUMBERS, MONITORS) (ATTACHMENT 10)

At the recent ERIC Technical Meeting, presentations were made by representatives of both the NDN and the Regional Educational Laboratories. Handouts were provided at that time. Two of the handouts seemed particularly useful and are represented here as Attachments 9 and 10.

...Ted Brandhorst (ERIC Facility)

ENTRIES FOR DATABASES IN LIBRARY ACCESS CATALOGS

Some libraries are putting database descriptions in their regular public access catalogs. Richard Janke of the University of Ottawa recently wrote of this practice in the BRS Bulletin (Number 1, 1988, p. 17). This short article is of special interest because the example he uses is ERIC. See Attachment 11.

...Pat Brown (ERIC Facility)

PERSONNEL

JAN BURT JOINS HE AS USER SERVICES COORDINATOR

HE is happy to welcome Jan Burt to the Clearinghouse as the new User Services Coordinator, replacing Vi Walker, who has taken another position in the Amherst, Massachusetts, area. A native of Connecticut, Jan is a 1986 graduate of Howard University and is experienced in community-based user services activities with the the Girl Scouts Council in Hartford and the Walkways Center clearinghouse in Washington.

...Lynn Barnett (HE)

LAURIE PRIEST (SP ASSOCIATE DIRECTOR) ELECTED PRESIDENT OF NATIONAL ASSOCIATION FOR GIRLS AND WOMENS SPORTS

Laurie Priest, Associate Director of the ERIC Clearinghouse on Teacher Education for the past 11 years, has been elected President-elect of her professional association, the National Association for Girls and Womens Sports. This 5,000 member association is made up of women athletic directors, coaches, faculty, and teachers and is one of seven associations that make up the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD).

In addition to her ERIC duties, Laurie is on the faculty at Marymount University, Arlington, Virginia, where she is the Athletic Director and coaches the swim team.

...Margaret Mann (SP)

MARY DILWORTH (SP DIRECTOR) PROJECT MAKES MEDIA SPLASH

On December 15, 1987, USA TODAY on its front page announced the release of a study conducted by SP Director, Mary E. Dilworth. The study was also announced in the December 15, 1987 issue of Education Daily. On January 18, 1988, the Chronicle of Higher Education featured the same study and also announced the availability of an AACTE policy paper, Minority Teacher Recruitment and Retention: A Call for Action, written by Dr. Dilworth. As of March 1, more than 800 requests for the policy paper had been received by AACTE.

...Margaret Mann (SP)

USER SERVICES REVIVED AT IR

Elena D. Beattie assumed the User Services Coordinator position at ERIC/IR on March 7. She replaces Pam McLaughlin who is now the head of Online Services at Bird Library, Syracuse University. Elena has a Master of Library Science degree from the School of Information Studies at Syracuse University. Her undergraduate work was in Russian studies at SUNY--Oswego and a language institute in Moscow. (Add another language to ERIC's language bank!) She has served as a library intern in two academic libraries and in the School of Information Studies. She knows microcomputers and is an experienced online searcher. She will be IR's expert on CD-ROM systems.

...Don Ely (IR)

ANNOUNCING THE ARRIVAL OF ERIC STONEHILL

Thursday, April 21st, Bob and Camille Stonehill became the proud parents of their first child---a 10 pound, 1 ounce son. Everyone is fine. The baby's name is Eric Laurence, after both grandfathers. Best wishes to Bob and Camille.

...The Stork

PUBLICATIONS

LEARNING STYLES: IMPLICATIONS FOR IMPROVING EDUCATIONAL PRACTICES. ASHE-ERIC HIGHER EDUCATION REPORT NO. 4, 1987, BY CHARLES S. CLAXTON AND PATRICIA H. MURRELL. 125 pp.

Student variation in the way information is taken in and processed can have far-reaching implications on teaching methods, student-teacher interaction, and even organizational culture on the campus. The authors conclude that more understanding about learning styles can be fostered through a variety of devices, including sharing information with students, organizing workshops and seminars, and distributing research findings to faculty and administrators alike. This report is available from ASHE-ERIC Higher Education Reports, Dept. EA, One Dupont Circle, Suite 630, Washington, DC 20036-1183, for $10.00. There is a 10% discount for 15 or more copies; 20% off for bookstores and distributors).

...Chris Rigaux (HE)

MEETINGS

AMERICAN ASSOCIATION FOR HIGHER EDUCATION ANNUAL CONFERENCE

On March 9-12, 1988, HE attended and exhibited ERIC/HE products at the American Association for Higher Education annual conference. The staff members who participated were: Jonathan Fife, Marilyn Shorr, Lynn Barnett, Chris Rigaux, Jan Burt, Brenda Burley, and Maureen Hawley. The Clearinghouse held an advisory committee meeting to discuss future topics for the publication series and new ways the Clearinghouse can serve various groups in higher education.

...Chris Rigaux, HE

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EFFECTIVE APRIL 3, 1988

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The prices set forth herein may be changed without notice; however, any price change is subject to the approval of the Contracting Officer/USED/Office of Educational Research & Improvement/Contracts and Grants Management Division.

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1975 - 1977	$136.50	1980	$ 47.25	1983	$ 31.50	1986	$ 41.15
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ERIC Ready Reference #7
Revised March 1988

ERIC Fact Sheet*

I. Usage Statistics (Estimated)**

A. Institutions in U.S. Providing Access to ERIC Products	3,269
B. Uses of ERIC Resources (Annually)	2.7 million
C. ERIC Bibliographic Records Retrieved in Searches and Provided to Clients (Annually)	30 million
D. Annual Expenditure by Institutions to Support Distribution of ERIC Resources to Users	$26 million

II. Database Building

A. Documents	
1. Documents Evaluated Annually for Possible Addition to ERIC Database	35,000
2. Documents Added to ERIC Database (*Resources in Education file*)	
a. Monthly (Average)	1,040
b. Annually (Current Level)	12,500
c. To Date (1966 through December 1987)	277,909
B. Journal Articles	
1. Journal Titles Covered (i.e. analyzed for education-related articles)	780
2. Journal Articles Added to ERIC Database (*Current Index to Journals in Education file*)	
a. Monthly (Average)	1,500
b. Annually (Current Level)	18,000
c. To Date (1969 through December 1987)	358,804
C. Total Accessions in ERIC Database (1966-1987)	636,713
D. Organizations Contributing Documents to ERIC	
1. Total to Date (1966-1987)	30,000
2. Active Within Last Five Years	12,000
3. Standing Acquisition Arrangements (Organizations Automatically Sending ERIC Their Documents)	1,250

III. Document Delivery

A. Microfiche Production Activity	
1. Titles Microfiched	
a. Monthly (per RIE issue)	1,025
b. Annually	12,250
2. Microfiche Cards per Title (Average)	1.4
3. Microfiche Cards Delivered per Subscriber	
a. Monthly (per RIE issue)	1,435
b. Annually	17,000
B. Sales Activity (from EDRS)	
1. Standing Order Subscriptions for ERIC Microfiche	750
2. Microfiche Cards Sold on Subscription (Annually)	13,000,000
3. On-Demand Document Orders Processed Annually (Microfiche or Paper Copy)	12,000
C. ERIC Microfiche Collections Open to Public Access	
1. Domestic	780
2. Foreign	111
3. Total	891

* Many of the statistics reported here are constantly changing and therefore have been rounded.

**Source: King Research, Inc. *Cost and Usage Study of the Educational Resources Information Center (ERIC) System. Final Report.* January 1982. (ED-208 902 and ED-208 903).

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IV. Publications

A. ERIC Clearinghouse Publications (all types) (1967-1987)	4,919
B. ERIC Digests (Highlights and syntheses of research findings on major topics)	
1. Total ERIC Digests (through 1987)	533
2. ERIC Digests Available Online	350
C. Abstract Journals	
1. Subscriptions to *Resources in Education* (RIE)	2,000
2. Subscriptions to *Current Index to Journals in Education* (CIJE)	1,800

V. User Services

A. Subscriptions to ERIC Magnetic Tapes	40
B. ERIC Information Service Providers	
1. Offering Access to ERIC Microfiche	891
2. Offering Computer Searches of ERIC Files	500
C. Inquiries/Questions Answered Annually	
1. ERIC Facility	3,000
2. Clearinghouses (16)	115,000

VI. Authority Lists

A. *Thesaurus of ERIC Descriptors*	
Total Vocabulary Terms (as of 11th edition, 1987)	9,459
B. *Identifier Authority List*	
Total Identifiers (as of June 1987)	41,149
C. *Institutional Source Directory* (Complete)	
Organizations/Institutions Contributing Documents to the ERIC Database (as of March 1987)	29,647
D. Other Authority Lists	
a. Languages	168
b. Geographic Locations	217
c. Publication Types	38
d. Government Levels	5
e. Target Audiences	11

Figure 1

RIE RECIPIENTS

(BY STATE AND TERRITORY)

STATE	GPO SUBSCRIBERS	*Complimentary Distribution (Plus CH's)	TOTAL
Alabama	11	3	14
Alaska	6	-	6
Arizona	12	3	15
Arkansas	6	3	9
California	77	11	88
Colorado	11	1	12
Connecticut	13	-	13
Delaware	4	1	5
District of Columbia	16	19	35
Florida	47	2	49
Georgia	24	3	27
Hawaii	6	1	7
Idaho	0	1	1
Illinois	56	2	63
Indiana	17	3	20
Iowa	19	1	20
Kansas	12	2	14
Kentucky	13	3	16
Louisiana	8	1	9
Maine	11	-	11
Maryland	33	8	41
Massachusetts	61	2	63
Michigan	29	3	32
Minnesota	16	2	18
Mississippi	12	2	14
Missouri	15	-	15
Nebraska	13	-	13
Montana	2	3	5
Nevada	1	-	1
New Hampshire	9	-	9
New Jersey	48	-	48
New Mexico	1	-	1
New York	149	13	162
North Carolina	25	1	26
North Dakota	5	1	6
Ohio	42	4	46

*Does <u>not</u> include distribution of RIE done by GPO in accordance with the Depository Library Program.

Figure 1

RIE RECIPIENTS

(BY STATE AND TERRITORY)

STATE	GPO SUBSCRIBERS	Complimentary Distribution (Plus CH's)	TOTAL
Oklahoma	11	1	12
Oregon	11	2	13
Pennsylvania	61	5	66
Rhode Island	3	-	3
South Carolina	26	1	27
South Dakota	2	-	2
Tennessee	23	1	24
Texas	48	3	51
Utah	1	1	2
Vermont	8	1	9
Virginia	38	11	49
Washington	30	3	33
West Virginia	11	2	13
Wisconsin	26	3	29
Wyoming	1	1	2
Subtotal	1,116	139	1,255
Outlying U.S. Territories			
Guam	1	-	1
Puerto Rico	14	1	15
Virgin Islands	0	-	0
Subtotal	15	1	16
TOTAL	1,131	140	1,271

*NOTE: GPO Subscribers

Domestic		1,131
Foreign		504
	Subtotal	1,635
Complimentary Distribution (Via ERIC)		
Domestic		140
Foreign		26
	Subtotal	166
Depository Libraries (via GPO)		1,073
Official "Exchanges" (via GPO)		60
	TOTAL	2,934

Figure 2

RIE RECIPIENTS

(BY COUNTRY)

STATE	GPO SUBSCRIBERS	Complimentary Distribution (Plus CH's)	TOTAL
Argentina	2	1	3
Australia	70	-	70
Austria	1	-	1
Belgium	4	-	4
Brazil	6	-	6
Brunei	1	-	1
Bulgaria	1	-	1
Burma	1	-	1
Canada	110	1	111
Canary Islands	1	-	1
Chile	2	-	2
China	1	-	1
Costa Rica	2	-	2
Czechslovakia	1	-	1
Denmark	3	1	3
Egypt	2	-	2
England	49	-	49
El Salvador	1	-	1
Finland	11	-	11
France	8	4	12
Hong Kong	3	-	3
Hungary	1	2	3
India	6	4	10
Iraq	3	-	3
Ireland	7	-	7
Israel	7	2	9
Italy	7	-	7
Japan	13	1	14
Jordan	1	-	1
Malaysia	8	-	8
Mexico	9	-	9

Figure 2

RIE RECIPIENTS

(BY COUNTRY)

STATE	GPO SUBSCRIBERS	Complimentary Distribution (Plus CH's)	TOTAL
Netherlands	12	-	12
New Zealand	12	-	12
Nigeria	1	-	1
Norway	9	-	9
Pakistan	1	-	1
Peru	1	-	1
Philippines	4	-	4
Portugal	6	-	6
Romania	1	-	1
Saudi Arabia	2	-	2
Scotland	7	-	7
Senegal	1	-	1
Singapore	2	-	2
South Korea	1	-	1
South Africa	15	-	15
Spain	21	-	21
Sudan	1	-	1
Sweden	9	2	11
Switzerland	3	1	4
Taiwan	5	-	5
Thailand	5	1	6
Tonga	1	-	1
Trinidad & Tobago	1	-	1
Tunisia	1	-	1
Turkey	4	-	4
Upper Volta	1	-	1
USSR	2	2	4
Venezuela	1	-	1
Wales	1	-	1
West Germany	33	-	33
Yugoslavia	1	1	2
TOTAL	504	26	530

RAN Continues to Grow

The Regional Associate Network (RAN) of ERIC/ChESS continues to grow and become a vital part of ERIC. This edition of *Keeping Up* includes the current list of RAN members. This year the number of RAN members has grown to 90 with members representing nearly all 50 states, plus international connections in Canada, Egypt, and Australia.

RAN members are volunteers who assist ERIC/ChESS by acting as resource persons in their home state. Many provide information for fellow teachers and staff members and conduct workshops at conferences and in teaching methods classes.

There is always an additional need for new RAN members. New members are especially needed in Delaware and Nebraska to help with workshops and in providing information from ERIC/ChESS to state newsletter editors.

If you are interested in joining RAN, please contact Dave Seiter at ERIC/ChESS, 2805 East Tenth Street, Suite 120, Bloomington, IN. 47405. (812) 335-3838.

The 1987-88 ERIC/ChESS Regional Associate Network

The Regional Associate Network, (RAN) consists of social studies teachers, teacher educators, information specialist, and othe educators who have volunteered to assist the Social Studies/Social Science Education Clearinghouse by acting as ERIC resource persons in their area. We encourage *Keeping Up* subscribers to consult the network members listed below and to let others know about the network.

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1987

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How Can I Improve My Child's Reading?

Attachment C-A
1 of 2

Help at Home Can Make the Difference

Parents play a vital role in helping children develop as readers. You can best help your children become readers if you:

- Read and write with them,
- Provide them with reading materials in the home, and
- Encourage them to spend more of their leisure time reading and writing.

Only 36 percent of children's learning can be attributed to school-related efforts, according to studies of student achievement. Other research has shown that reading failure is common among children who come from homes where reading and writing are not valued. Parents' efforts are critically important in developing children's reading skills and general attitudes toward reading.

Reading aloud to children often and involving them in reading and writing activities through informal questions and discussions are the most effective ways parents can promote reading success. Relate events in stories to real events in children's lives. Help children identify word meanings, as well as letters and words.

Other home-related factors that appear to contribute to early reading success are:

- the number and kinds of newspapers , magazines, and books available in the home, parents' attitudes toward reading and writing.
- stable family relationships, and
- limited and guided television viewing.

By creating an environment in which reading is a frequent and integral part of life in the home, parents can motivate their children to read and to value reading throughout their lives.

What specific things can I do to help children read better?

Research shows that setting aside time to read and write with children, and to listen to them read aloud, are the best ways parents can encourage reading. In addition, limiting children's television-viewing and suggesting exciting books as alternatives seem to promote their reading ability. Finally, make a variety of enjoyable, stimulating reading materials available to children. Take them to the local library, and help them use it.

How can I change negative reading attitudes children already have?

Reading should be associated with pleasure. A common mistake parents make is to tell a child that "reading is good for you." Instead, they can communicate the message that reading is an enjoyable, valuable activity by choosing materials that reflect the child's interest, and by reading themselves. Parents who read and write themselves show children that reading is an important activity. Visiting libraries and bookstores with children can be a regular activity that everyone enjoys.

Where can I find more information to help improve children's reading?

Many organizations will provide information to parents who need further ideas. Send a stamped, self-addressed envelope to any of the following groups:

American Library Association, 50 East Huron St., Chicago, IL 60611;

Association for Childhood Education International, 3615 Wisconsin Avenue, NW, Washington, DC 20016;

The Children's Book Council, Inc., 67 Irving Place, New York, NY 10003;

International Reading Association, 800 Barksdale Road, Newark, DE 19711;

National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61821.

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2 of 2

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How Can We Keep Students in School?

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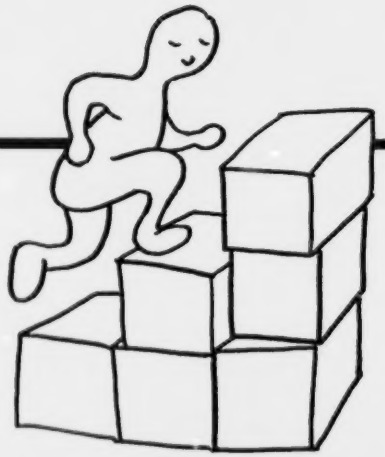
Attachment 6-B
1 of 2

Offering Options and Understanding Can Help



Students drop out of school for many reasons. Parents and schools can help prevent them from leaving school early by offering flexible instructional options, strong support services, and, most important of all, understanding.

Across America, dropouts were estimated in 1985 to total some 2.6 million youths between the ages of 16 and 21. Dropout rates actually have declined since the turn of the century, but they remain alarmingly high in some large cities, and among some low-income minority groups.

Negative experiences at home or at school can contribute to students dropping out. Student characteristics associated with dropping out include a previous history of academic failure or poor attendance, and the early adoption of adult roles, such as marriage, pregnancy and parenthood, and full-time employment.

Changes at home or at school which try to address and prevent these situations may help keep a student in school. Parents who meet with teachers, counselors, or other professionals can plan a joint strategy to prevent dropout before it happens.

For students considered at risk of dropping out, some schools offer the following options:

- daily monitoring of attendance and grades, with follow-up phone calls or home visits to parents;
- special guidance and counseling, such as peer mentoring, family counseling, and conflict mediation;
- job skills training, and volunteer or paid work experience;
- instructional options, including classes in subjects of high interest, individualized programs, and tutoring or remedial instruction.

Other schools treat dropout prevention as a byproduct of general improvements that benefit all students. They emphasize creating a positive school environment, with high expectations for student achievement, instruction that meets students' needs, and monitoring to help students achieve their goals.

Whatever program or support offered by schools, parents' support and participation are key factors in keeping students in schools. Parents and educators both must go beyond simply blaming students for their own problems, or insisting that longer, harder work is the answer. They can help students best by developing flexible, caring responses to students' needs.

Why should we pay attention to dropouts if the dropout rates are going down?

Leaving school early has long-range negative effects not only on dropouts, but on society in general. Dropouts have more difficulty finding jobs, and earn less when they do, than high school graduates. And the children of dropouts may be at increased risk of school failure themselves. Further, high dropout rates for low-income blacks and Hispanics suggest that schools haven't yet succeeded in helping those groups overcome social and economic disadvantages.

But aren't students free to make the choice to stay in school or drop out?

Often dropping out is a passive withdrawal from a discouraging experience. Students usually don't realize the consequences of leaving school early. Parents and schools must be certain that they have not pushed students out by failing to address their special needs.

What can schools do to help at-risk students in the classroom?

Schools can provide smaller class sizes, or mini-schools, where students can relate closely to each other and their teachers; flexible schedules planned around students' work hours; short-term transitional classes for students returning to school after long absences; before- and after-school classes to make up credit requirements; and, alternative ways to earn credit, such as credit for work or real-life experiences.

What help do parents and teachers need, in order to address at-risk students' needs?

Dropout-prone students aren't always easy to teach, and parents and schools often must consider special resources, such as the following:

- Special training or counseling to increase understanding of the student;
- Increased contact between teachers and students' families;
- Researching and developing creative instructional strategies and curriculum content;
- Centralized, easily available information on student attendance and achievement;
- Consistent emphasis on dropout prevention as a central goal.

Attachment 6-B
2 of 2

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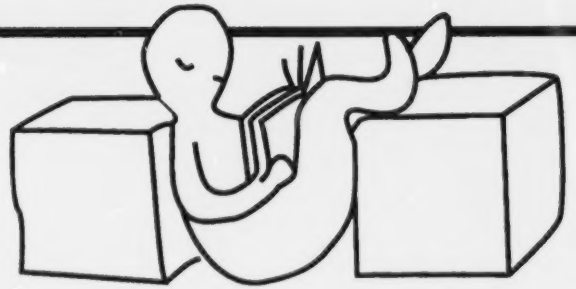
1987

Do Schools Teach Us Enough About Our Constitution?

Attachment 6-C
1 of 2

Many Americans Need to Know More About Our Constitution



The United States Constitution is the world's oldest written constitution, and it has served as a model for those of many other nations. Since the year of its birth, 1787, this Constitution has become a symbol of nationhood and an instrument of free government in the United States. Yet, many Americans lack knowledge of basic Constitutional principles, values, and issues.

During the 1980s, the decade of our Constitution's bicentennial, many studies have focused on such questions as how much Americans know about the Constitution, and how well American secondary schools teach its lessons.

Recent surveys of adolescents and adults reveal extensive ignorance and confusion about constitutional principles. Survey findings include:

- Many respondents are confused about the powers of different branches of government, and about their relationships to one another. For example, many over estimate both the domestic power of the President and the responsibility of the Supreme Court.

- Respondents tend to misunderstand such apparent contradictions as "the majority rules," yet "minority rights must be protected."

- Respondents tend to support constitutional liberties and rights *in the abstract*, but many strongly reject extending these legal guarantees to unpopular groups or individuals.

Surveys of public opinion, as well as state government mandates, reveal that secondary schools are expected to emphasize the Constitution through required courses in American history and government. However, *recent studies of curriculum guides and textbooks indicate a need for improved education about the Constitution.*

Among the findings of those studies are:

- Textbook and curriculum coverage of political history, including constitutional history, has decreased significantly since the 1950s, while coverage of social history has expanded.

- Attempts to update curricula to heighten student interest have at times precluded or overshadowed inclusion of constitutional principles, values, and issues.

- Textbook treatments of constitutional government have tended at times to be relatively colorless or routine, remote from the vibrant concerns of citizenship in a free society.

How has the bicentennial of the Constitution affected secondary school education about the Constitution?

A resurgence in concern about Constitutional studies has occurred. New, high-quality learning materials have been developed, and many in-service education programs for teachers are underway. Strong efforts have begun, and will continue, to restore the Constitution to a central place in the secondary school curriculum.

Are secondary schools required to teach students about the Constitution?

Yes. Study of the Constitution in secondary schools is mandated in 43 states. The Constitution is part of required courses in American history and government in virtually all American school districts. Furthermore, many educational goals based on the Constitution are included in curriculum guides issued by state education agencies and local school districts.

In general, it seems that education about the Constitution in secondary schools has suffered from routine treatment and neglect. Adolescents and adults who have studied American history and government in school tend to lack knowledge of basic principles, values, and issues inherent in our Constitution. Research has led educators to recognize a need for renewal and improvement of education about the Constitution, and the bicentennial of 1987 is a fitting time to direct attention and resources toward this end.

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How Can I Help Develop My Child's Language Skills?

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Attachment 6-D
1 of 2

Talking in the Home is Critical

One of the most important ways to help children develop language skills is simply to talk with them. Yet recent studies indicate that most parents spend less than half an hour a day talking to their children. Making time for such talk during children's infancy and throughout childhood helps children learn the structure and uses of language, and provides a foundation for reading and writing.

Children begin to develop language skills when they are very young. In fact, many experts believe the process of language development begins at birth. Even the earliest sounds children make reflect the structure of the language they hear.

The amount of time parents spend talking to children, and the environment in which their exchanges take place, may dramatically affect children's vocabulary development and abilities to recognize and comprehend words.

Children learn grammar by imitation and intuition. When they say "runned" instead of "ran," or "foots" instead of "feet," they are exploring language, making new words from those they already know. These efforts should not be considered "mistakes"—they are stages in language development, in which children form and test ideas about how language works. Being too critical of their early pronunciations, or calling them "wrong," does not help children learn—and may create negative feelings about language. Parents who praise children's attempts to explore language, and help them discover standard forms of usage, assist them in learning to communicate clearly.

Language learning is most likely to occur in an environment where:

- parents and others interact with children and allow them to experiment with words.
- errors in speaking are not emphasized or punished — but pleasantly corrected.
- activities are provided that let children develop language skills in a pleasant setting.

Giving children chances to hear language used for a variety of purposes will encourage them to play creatively with language. From that play, an understanding of language's structure and adaptability can grow.

What should parents talk about with their children?

Children like to talk about the world around them. Parents can encourage their curiosity by readily answering children's questions and, especially, by posing new ones, questions that extend and follow up the ones that children ask — about the trees they see at the park, about family news, or about the foods they see at the supermarket. Reading aloud to children is a wonderful way to stimulate discussions. Even television shows can provide chances for families to talk and ask questions. Building activities around everyday events helps children test and build language skills.

But don't most parents do these things already?

Surprisingly, many do not. Researchers found that most mothers spend less than 30 minutes of an average day talking or reading to their children, and fathers spend only about fifteen minutes a day. Merely by turning off the car radio, or limiting television-viewing, most parents can provide additional time for talk. Household chores provide excellent times for chatting, too.

How can children improve, if parents don't correct their language?

Any corrections parents make should be done pleasantly and casually. Children develop language skills at different rates, and the development of one child shouldn't be measured against that of another. If parents think a child has special problems in language development, they should consult a speech professional.

Parents can help children communicate with others outside the home by encouraging use of the correct names of objects, places, and people. Insisting on standard, formal grammar, however, can inhibit children's learning; afraid of making mistakes, they may limit their communications to "safe" sentences, instead of experimenting with words.

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Is Repeating A Grade A Sign of Failure?

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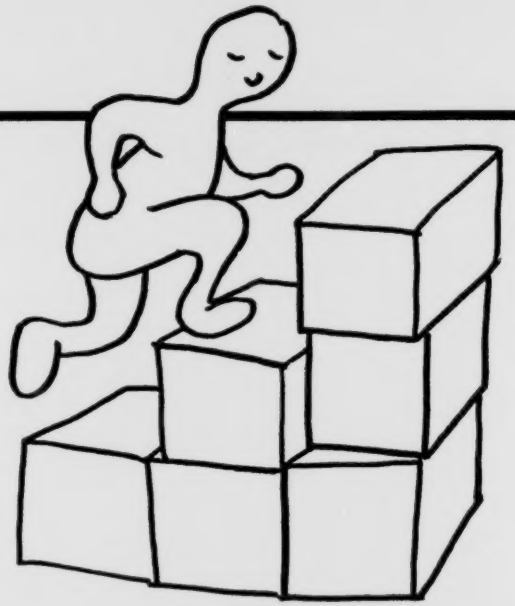
Parents' Attitudes Can Make the Difference



Each year, an estimated one million children are retained in their school grade—that is, they are not promoted to the next higher school grade level. Many of these children, and their parents, view grade retention as a form of failure. They may blame themselves, each other, or the teacher, until they realize that the issues involved are complex.

Sometimes called "grade repetition" or "non-promotion," retention is an experience that few children or parents greet happily. Often, retained children feel that they have "failed"—academically and socially. Their feelings of failure may last long after the retention is over.

Research indicates that parents' and teachers' attitudes can make a significant difference in a child's progress. By working together, they can help eliminate the need for retention—or, if deemed unavoidable, make the experience a positive one.

Many school districts notify parents when children are considered for retention. Parents may be able to work with the school in helping children make the progress necessary to avoid retention.

Usually, the teacher or principal makes the recommendation to retain a child. Unacceptable levels of academic achievement or social maturity are the most commonly given reasons. Some research indicates that other factors—such as the child's age, physical and emotional growth levels, and parents' attitudes—also are reflected in the retention recommendation.

If the decision to retain is made, the attitudes of parents, teachers, and classmates influence the child's future progress. A recent two-year study found that children whose parents accepted and supported the grade retention were more "successful" than those whose parents did not. The study defined "success" in terms of academic gain, levels of emotional development, improvement of social skills, and overall progress as assessed by teachers and parents.

Other research has found that teachers who systematically assess the retained child's academic and social progress, and who encourage the child's interactions with classmates, can make a positive difference in the child's development.

Overall, many researchers recommend a more humane approach to retention—one that emphasizes the positive aspects of both the student and the retention itself.

How can I help a child adjust to being retained in a grade?

At home, parents can help by maintaining strong, positive interest in the child's work and progress. *Reminding the child that everyone grows and learns at a different rate may help remove any feeling of failure.*

By working with the teacher, and with the child at home, parents can ease a child's adjustment. Conferences between teachers and parents should be scheduled *long before*, during, and after the time of decision.

Is merely repeating a grade enough help for a child performing below grade level?

Probably not. *The key is to provide the child with a different kind of learning experience—preferably without grade retention.* But if the child is retained, then individualized instruction is important to make the retention successful. Studies show that students have fewer difficulties attaining grade-level skills when they are both retained and promptly offered remedial help.

Does retention work for children with learning disabilities?

Retention alone does not address the special problems of children with learning disabilities. Individually tailored help is necessary in order for those students to attain grade-level skills. *A parent or teacher who suspects the existence of a learning disability should contact one another immediately.* The school's special education unit should be consulted to make sure that the child is properly diagnosed and appropriately helped.

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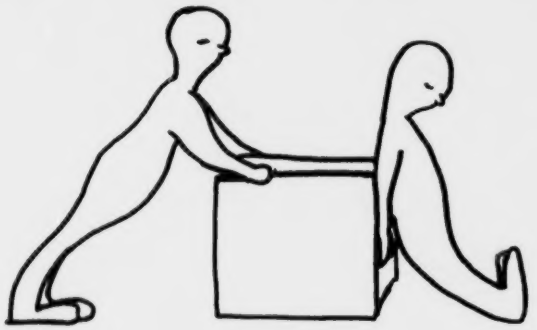

How Can I Be Involved in My Child's Education?

Written by
Anne Blanford Libert
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ERIC

Involvement Affects Achievement

Recent educational research has demonstrated what parents and teachers already knew: parents' involvement in their children's education improves the children's performance.

Parent involvement improves children's academic achievement, school attendance, and behavior, and generates community support for schools. Parents' active participation takes many forms, including the following:

INDIRECT INVOLVEMENT

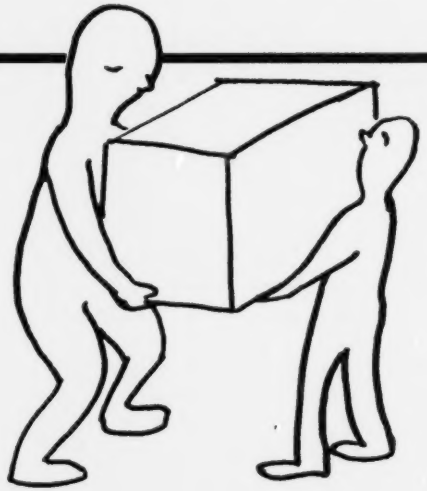
• **Reading** Parents deeply influence children's interest in reading by reading to them often from an early age. Demonstrate the importance of reading by reading and writing yourself, and by providing books and magazines for children.

• **Work and Study Attitudes** Parents can foster attitudes of responsibility and respect for hard work. Nurture children's ability to listen at home, and they'll be able to listen effectively in the classroom. Monitor and limit children's television-viewing.

• **Love and Well-being** Make sure that children receive plenty of love, as well as the rest, exercise, and nutrition needed for optimal performance.

DIRECT INVOLVEMENT

• **Support the Value of Education** Children are sensitive to their parents' values. If parents value education—admire and respect people who teach and people who learn—then their children will, also.



• **Build a Parent/Teacher Relationship** Parents can attend regularly scheduled parent/teacher conferences, but also should initiate contact with the teacher when a question or problem arises, or a favorable event occurs. Communicate your pleasure when children succeed, as well as your concern when they don't. Visit your child's school and classroom.

• **Volunteer** Parents can chaperone a field trip, join school advisory groups, participate in special fund-raising activities, become room parents, discuss hobbies, or aid in classroom learning activities.

• **Homework** Parents need to provide children with a quiet place to study, and to set specific times for homework. Provide assistance with homework, math drill, and reading practice, when needed. Stay informed of what children are learning in school.

• **Attendance** Parents can establish firm policies that motivate students to attend school.

• **Performance** Parents should be aware of children's problems and successes on a regular basis, in order to provide help or seek assistance for the child. Reward children not only for high achievement, but for trying hard.

What should the school principal and administration do to aid parent involvement?

Schools should provide written communications to parents such as a handbook of school policies, newsletters discussing school events and activities, and report cards which specify areas in which parents and teachers can work together to improve students' achievement.

Schools need a coordinator of volunteers, a teaching staff committed to parent volunteers, and a program to train volunteers and match them with appropriate tasks. Volunteers should be told the purpose of their activity, and its time commitment. Volunteers deserve to be thanked! School administrators should make sure that teachers are trained in school/family relations.

What can parents expect teachers to do to aid parent involvement?

Effective teachers provide opportunities for parents to be involved in meaningful ways with their children and encourage communication with parents beyond yearly parent/teacher conferences. Classroom visits by parents are welcomed. Teachers send home activities on which parents and children can work together. And, effective teachers should send home good news as well as bad, commending children's achievement, behavior, and attendance. Teachers can inform parents about their children's progress toward learning goals.

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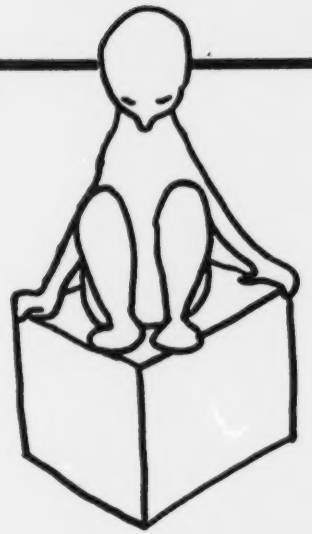

Should Gifted Students Be Grade-Advanced?

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1987

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Attachment 6-G
1 of 2

Individual Evaluation Is Essential

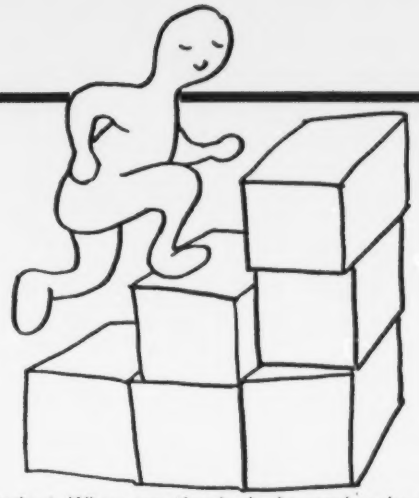
Students who are academically talented and gifted need learning activities that are geared to their higher levels of ability. "Accelerated" activities—those that are more challenging, or more rapidly paced—can help gifted students grow intellectually and maintain high levels of motivation.

One method of acceleration which is available to all school systems is grade advancement. Grade advancement is a valuable procedure for improving the match between selected students' capabilities and their academic programs. Advancements of a year or two often brings the student closer to a suitable level of academic challenge and into contact with intellectual peers.

Nevertheless, many educators and parents fear the consequences of grade advancement. They are concerned about possible gaps in learning, or social maladjustment and emotional disturbance.

Educational research to date indicates no negative effects in the academic progress, social and emotional development, or adjustment of children who have been advanced in grade level. To the contrary, research has found that grade advancement generally contributes to academic success. As a group, students advanced in grade level have been found to maintain their interest in school work, surpass their classmates in academic achievement and, later, to complete higher levels of education.

Overall, research indicates that the dangers attributed to graduate advancement have been greatly exaggerated. Indeed, research suggests that we should be equally, if not more, concerned with the possible dangers of holding back precocious students in order to keep them with their agemates. One can conclude from the evidence that grade advancement could be used far more frequently than is currently the case in meeting the needs of the intellectually-advanced



student. When practiced wisely, grade advancement is beneficial to the student and to society as well.

How should the decision be made whether or not to advance a student's grade?

The decision-making process usually has three steps. First, a comprehensive individual assessment of the student should be made. Second, attitudes toward acceleration and advancement of parents, students, and teachers involved should be evaluated. Finally, grade advancement decisions should be based on facts, not myths.

Who makes the assessment of the student, and on what grounds?

A psychologist should evaluate the child's intellectual functioning, academic skill levels, and social/emotional development. A superior level of intellectual functioning, or a level of mental development above the mean for the grade to be entered, indicates that grade advancement should be considered. The child's academic skills also should be above the mean for the higher grade. In addition, the child should be free of any serious adjustment problems and should demonstrate a high degree of persistence and motivation.

What attitudes should parents and teachers maintain in making the decision to grade-advance?

Students' parents must be in favor of grade advancement, if the decision is to have successful results. But they must be careful not to unduly pressure students to advance in grade level. The psychologist making the student evaluation will attempt to determine that the students themselves desire to advance. Further, the teacher or teachers involved must have positive attitudes toward the advancement and be willing to help students adjust.

Even if students can handle the academic pressures of an advanced grade, won't they suffer socially and emotionally?

Belief that grade advancement is detrimental to social and emotional development is unfounded. No negative effects on social or emotional development have been identified by research. Grade-advanced students have been found to be socially adapted, involved in a wide variety of extracurricular activities, and emotionally well-adjusted.

Contrary to popular belief, research evidence suggests that social and emotional development may be enhanced by grade advancement. Grade-advanced students often report less boredom and frustration and view the overall effects of grade advancement as a maturing experience.

What adjustment problems does a grade-advanced student face?

Adjustment problems, if any, following grade advancement, tend to be minor and temporary in nature. Adjustment problems reported by grade advanced students have been related to age and concerned such activities as driving and dating. Parents and teachers who are aware that such problems are common and usually temporary can offer the student understanding and sympathy, to minimize the effects of adjustment.

Attachment 6-G
2 of 2

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1987

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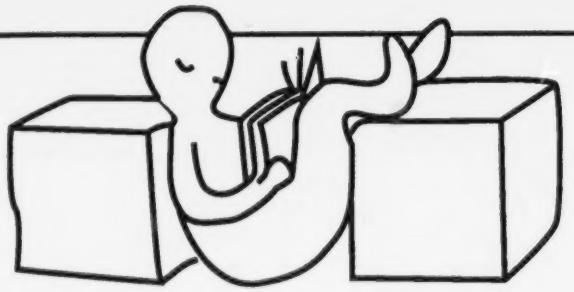
What Can Kindergarten Teach Children About Reading?

Attachment 6-H
1 of 2

Kindergarten Enhances Early Language Skills



The most important things that children can learn about reading in kindergarten are that written language is related to spoken language, and that meanings can be gained from printed words. A good kindergarten provides the transition from informal learning at home to more formal, school-based instruction.

In kindergarten children learn that print communicates ideas, that written language is related to, but different from, spoken language, and that reading and writing are useful and enjoyable activities. Children learn how books work, and that stories have a structure. They learn to anticipate events in a story, and to fill in gaps between events.

In kindergarten, children begin to learn the conventions of printed language. They may learn to identify and name the letters of the alphabet, and go on to discover that these letters can be grouped into words and sentences which convey meaning. They also may learn to write letters and words, often beginning with their own names.

Depending on their skill development, children may begin formal reading programs in kindergarten, or in first grade. Also, they may begin to write, sometimes "inventing" spellings of words by sounding them out. Formal spelling can come later.

A good kindergarten class provides an environment that is rich with reading and writing materials, and offers a variety of ways in which to use them. Good kindergarten teachers:

- Read regularly to children from a range of books and reading materials, in a variety of settings.
- Use reading and writing in such activities as creating signs, labels, charts, and lists of interest to children.
- Encourage children to use written language, taking children's dictation when necessary.
- Provide a quiet library area where children can read from books on their own.
- Provide writing materials, such as pencils, pens, and paper.
- Provide specific literacy skill materials, such as alphabet books, letters children can manipulate, and other word-making materials.
- Find ways to elicit reading and writing, encouraging children's initial responses without being too critical.
- Set examples by using reading and writing themselves.

Learning to read and write is a gradual process. It does not begin when the child starts a formal reading program. It develops over time, from many formal and informal experiences with both spoken and written language.

Should children be taught to read in kindergarten?

Children come to kindergarten from a variety of backgrounds, and with different levels of skills and abilities. Some children are ready for formal reading instruction at some time during the kindergarten year. The majority of children, however, will be more successful in learning if they begin formal reading programs in first grade.

What are the signs of a good literacy program in kindergarten?

In a kindergarten that encourages reading, plenty of written materials are available in the classroom, and the teacher reads aloud often from different materials: story books, poetry, information books, and others. Also, the teacher provides constant, warm encouragement to children.

What can parents do to help children of kindergarten-age learn to read?

Possibly the most important aid is parents who read to children regularly, and who read themselves. Parents can take children to public libraries to select books. Helping them to start even a small library for themselves is also important. Encouraging children to read and write at home, and paying attention to their efforts, lets them know that their work is valued. Parents can write children's dictated stories about the pictures they draw, and later display children's work in a place of honor. Finally, simply maintaining an enthusiastic, loving, and encouraging attitude helps children develop the confidence necessary for them to progress.

Attachment 6-H
2 of 2

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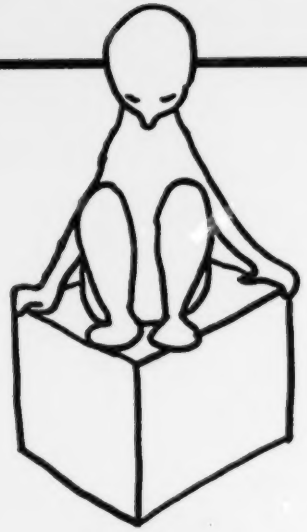

How Do I Help My Child Say "No" to Drugs?

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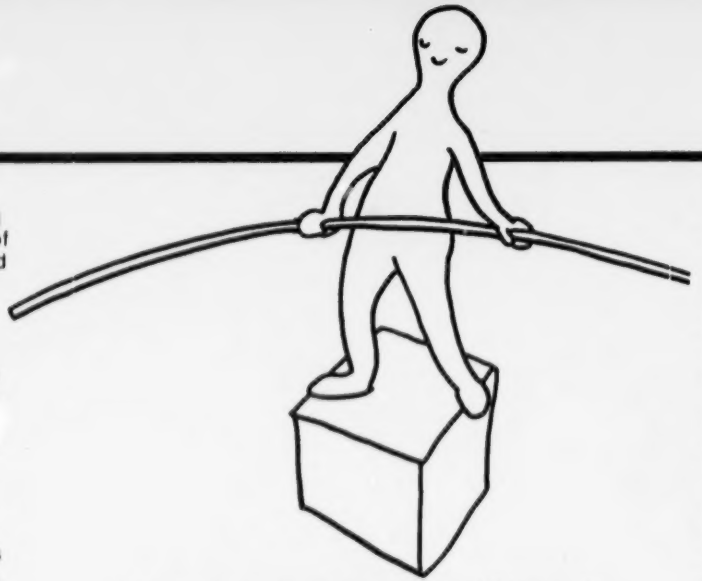
Attachment 6-I
1 of 2

Information Alone Is Not Enough



What do children need to stop them from using drugs? Clearly, information about the dangers of drugs has not been enough. Despite widespread drug information education efforts in America since the early 1970s, drug abuse by children and teenagers continues.

The reasons for drug abuse are varied. Children may abuse drugs to satisfy their curiosity, conform to peer pressure, relieve anxiety, or have adventures. But, whatever excuse tempts them, they need the ability to say "no" to drugs.

Much recent educational research has focused on the role of "affective education" in preventing drug abuse. Affective education emphasizes children's emotional/interpersonal development. Parents are the prime nurturers of this development. Children need to develop high self-esteem, ethical values, responsibility for themselves and others, adequate coping skills, and the ability to make conscientious decisions.

How can parents encourage this development in their children? The following activities have proven to be helpful:

- Start as early as you can, in infancy if possible, to praise children's accomplishments and to direct them into activities where they will be successful. High self-esteem helps children resist peer pressure to abuse drugs.

- Ethical values and responsibility are taught primarily through what social scientists call "modeling," or setting good examples for children to follow. Parents who have responsible habits themselves regarding drug and alcohol use send a healthy message to their children. Parents who use drugs and alcohol unwisely themselves are signalling their children that drug abuse is "okay."

- Adequate coping skills enable a child to deal effectively with the pressures of growing up—including the temptation to experiment with drugs. Parents can give children opportunities to practice decision-making and to weigh the outcomes of their decisions.

- Finally, parents should first inform themselves, then make sure that their children are knowledgeable about the dangers of drug abuse by providing them with clear, factual information. In this way, children can be empowered to say "no" to drugs and "yes" to health.

I want my children to have good values and feel good about themselves, but sometimes it seems like a losing battle. Where can I get help?

Schools play a major role in children's development. Expect and encourage your schools to foster healthy emotional growth as well as intellectual development. Schools should have a firm anti-drug policy supported by appropriate action.

I realize drugs are widely available, but how can we keep them out of schools?

A movement to promote drug-free schools is gaining attention. Parents can affect their local schools through organized efforts; see if parent or community groups are exerting anti-drug efforts at your local schools.

I have some general ideas about the dangers of drug abuse but I really do not know specifics. Where can I get this information?

Drug information is available at public libraries, from community health agencies, and community groups that focus on this problem. Often schools may provide drug information education for parents. Ask your school. Read your newspapers for local information. National organizations/agencies providing help to parents include:

Families in Action
National Drug Information Center
Suite 300
3845 North Druid Hills Road
Decatur, GA 30033
(404) 325-5799

Just Say No Foundation
1777 N. California Blvd.
Suite 200
Walnut Creek, CA 94596
(800) 258-2766
(415) 939-6666 in California

National Federation of Parents
for Drug-Free Youth
8730 Georgia Avenue
Suite 200
Silver Spring, MD 20910
(800) 554-KIDS

Attachment 6-I
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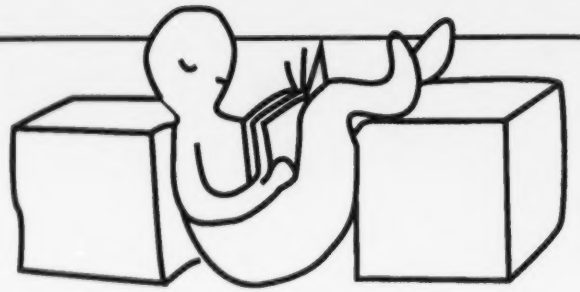
1987

What Alternatives Do Public Schools Offer?

Attachment b-j
1 of 2

New Choices Meet a Range of Students' Needs



In one urban school, classes focus on dancing and the dramatic arts, supplemented by a strong academic core.

In a rural school, students combine classroom learning with "cultural journalism," interviewing local residents to learn history, legends, and skills.

In a suburban elementary school, children learn to read and write at individual paces in an "open classroom."

These are only a few examples of "schools of choice" – public schools that offer a range of options to students and parents. More than 10,000 such schools exist across America, according to recent estimates. Each differs according to subjects taught, styles of instruction, and learning environments.

Research indicates that schools of choice offer a variety of benefits to their communities. Students' academic achievement, attendance, and school behavior usually improve when a student leaves a "regular" public school for a school of choice.

When students and teachers choose to be involved in a school, they take on expanded roles and responsibilities. Both students and teachers in these schools report higher levels of satisfaction, and parental and community involvement tends to be higher, too.

Most schools of choice occupy buildings separate from regular schools, to give them distinct identities. However, about one-fifth are "schools within schools," sharing facilities with more traditional educational programs. The relatively small size of these schools (two-thirds of all schools of choice have fewer than 200 students) and lower-than-usual student-teacher ratio enable faculty and students to establish a sense of community and caring.

Schools of choice are designed to meet diverse student needs and abilities, and include the following types:

- Schools with a particular curriculum focus, such as science, the arts, or vocational training.
- Fundamental, or "back to basics", schools, with traditional curriculum and strict discipline.
- Progressive schools, in which students pursue independent study and learn at their own speeds.
- Alternative schools for special groups, such as potential dropouts, or pregnant students.
- Magnet schools, whose outstanding programs are designed to attract students of differing race and socioeconomic backgrounds.

Are schools of choice more expensive?

Schools that provide a range of options may have smaller classes, require lease or purchase of additional buildings, need to transport students for greater than usual distances, or use special instructional materials–all of which cost money. Still, the difference in costs between schools of choice and regular schools need not be great. Research on magnet schools shows that they cost only about $50 or $60 more per student per year, after start-up expenses are met.

Do these schools serve only the brightest students from the most affluent families?

It is true that middle- and high-income parents are more likely to take advantage of some choices for their children. Nevertheless, school districts can take the following steps to achieve equity:

- Offer schools of choice that will appeal to a variety of student populations.
- Communicate the availability of choices to everyone in the community; descriptive brochures should be written in more than one language, if English is not the primary language of some parents.
- Eliminate entrance requirements that discriminate on the basis of affluence.

Besides establishing special schools, what other options can public schools offer?

One of the most common options is open enrollment, which allows parents to enroll their children in any school in the district. However, if unrestricted, open enrollment can lead to racial and socioeconomic imbalance. Another option, work-based attendance, permits children to enroll in schools near their parents' places of employment.

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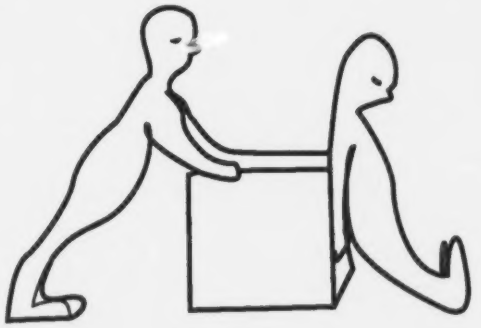
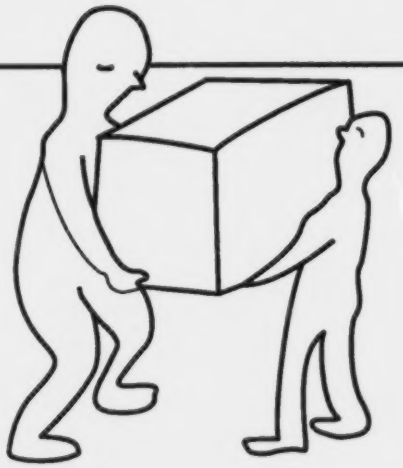


How Are Teachers Selected?

Attachment 6-K
1 of 2

Selection Methods Affect Educational Quality



School districts across America will hire an estimated one million teachers by 1992, to replace retirees and, in some areas, to meet growing enrollments. How will those teachers be selected?

Many districts see the need for new teachers as an opportunity to upgrade their faculties. Accordingly, they're evaluating—and, in some cases, changing—their selection procedures.

Districts use a variety of methods to choose their teachers. Recent research has shown that the way a district selects its teachers affects the quality of that district's education.

The most successful districts are those that choose teachers by use of selection teams, varied information-gathering, multiple assessment techniques, standardized policies, and follow-up evaluations.

The best procedures, research shows, include the following kinds of activities:

- A written policy states the district's intent to hire the best teachers and specifies a set of criteria and practices to be followed across the district.

- A range of information about each teaching candidate is collected and reviewed. That information includes assessments of academic ability, personal and social traits, and teaching skills.

- Properly trained interviewers, working as a team, follow a prearranged system administered equally to all candidates.

- Those candidates who pass initial screening go on to demonstrate their teaching skills, using live or videotaped presentations, lesson designs, or other samples of their work.

- Selection procedures are regularly evaluated—and, if necessary, revised—after assessing how well new teachers actually perform in the classroom.

Using a variety of such procedures can help a district maintain high quality in its faculty, and in the education it offers to its students.

How likely is a teacher shortage in the near-future?

In some parts of America, especially inner cities and remote rural areas, school districts already are having difficulty in recruiting teachers. An overall shortage of qualified candidates seems likely, unless the profession improves its ability to attract and keep qualified persons.

How can we be sure our district is hiring the most qualified teachers?

Effective teachers possess a wide range of skills, knowledge, and personality characteristics. No formula for the perfect teacher exists. Parents and hiring officials sometimes disagree, even among themselves, on the value that should be assigned to each quality evaluated. Some research studies have found that officials tend to pay more attention to candidates' personality factors and attitudes, and less to their academic achievement and cognitive ability.

I've heard that school districts must hire minority applicants, no matter what their qualifications are. Is this true?

Not at all. Federal and state laws only require that employers give fair consideration to all candidates. Districts must be able to show, however, that their selection procedures are free of bias against qualified candidates who are minorities.

How does a district prove that its hiring practices are unbiased?

Periodically, some school districts rate some experienced teachers' performance, using the same criteria applied during the time of their hiring. If experienced teachers with the highest ratings also were the top-rated applicants, then the hiring criteria are judged fair and valid. On the other hand, if the two sets of rating disagree, new means of gathering evidence or better criteria for the hiring process must be developed.

SilverPlatter®

NEWS RELEASE

March 1, 1988

SilverPlatter® on the Apple® Macintosh™

SilverPlatter Information, Inc. of Wellesley, MA, the leading publisher of reference databases on CD-ROM, announces its plans for a Macintosh version of its Search and Retrieval Software.

This new version of the SilverPlatter software will take advantage of the Macintosh user interface windowing capability. It will first be demonstrated at the American Library Association annual conference in New Orleans July 9-12, 1988. It will be available to Macintosh users in the fall.

As with SilverPlatter's standard software for the IBM PC environment, SilverPlatter's Macintosh version can be used with all of SilverPlatter's extended family of CD-ROM databases which include:

MEDLINE on SilverPlatter, CANCER-CD, OSH-ROM, CHEM-BANK, PsycLIT, sociofile, ERIC, LISA, AGRICOLA/CAIN, A-V ONLINE, COMPU-INFO, SOFTWARE-CD, CORPORATE & INDUSTRY RESEARCH REPORTS (CIRR), NTIS, and GPO on SilverPlatter.

For information about SilverPlatter databases, and its search and retrieval software, contact:

SilverPlatter Information, Inc.
37 Walnut Street
Wellesley Hills, MA 02181
(617) 239-0306

ncais bulletin

NTIS PRIVATIZATION CONFERENCE REPORT

The Department of Commerce, evidently under the urging of the Office of Management and the Budget, continues to pursue the privatization of the National Technical Information Service (NTIS). This action seems ironic, since Congress opposes privatization, and the shift in administrations in 1989 may withdraw other support. Meanwhile, the Department of Commerce called a meeting (RFI) on January 29, ostensibly to gather feedback and reaction from would-be bidders and to learn of "any barriers that ... would make a response to an RFP impossible or difficult.

We present first, the salient "terms" of the RFI, followed by some of the questions and answers from the meeting.

Request for Information

1. It is primarily a clearinghouse function of NTIS that is to be contracted out; a Government core management group will retain policy development and oversight.

2. The Government will retain ownership of the NTIS archive, including documents acquired by the Contractor, and will assess a commission on total sales that the Contractor will pay the Government. Also, the Contractor reimburses the Government for actual costs incurred by the core management group.

3. The Contractor must hire all NTIS employees who choose to leave government service and retain them for 180 days minimum. After that time, the Contractor must provide a full outplacement program for employees whom it elects to dismiss. Furthermore, a pre-funded Employee Stock Option Plan, meeting detailed criteria, must be established.

4. All contracted-out NTIS activities must continue in accordance with current standards. The Government, however, continues to "own" the products, e.g., the database.

5. The Contractor is urged to develop value-added services. Title and/or copyright to equipment, computer program investments, and product enhancements will remain with the Contractor, but the Government will acquire a perpetual license to use any software, proprietary or not, and all product enhancements developed.

6. Sale prices for source materials must be approved by Commerce. Also, the Government retains final word as to whom or where the products may be sold.

7. The core management group will retain the NTIS name and will administer international agreements regarding technology information requirements.

8. There is no guarantee that Federal agencies will continue to submit materials to the Contractor.

Questions/Answers from the Meeting

Q: What have been the results of other privatization efforts? A: It has never been done before.

Q: Why the urgency with NTIS? A: Discussion has been going on for ten years.

Q: What are the estimated cost savings to the government of this privatization? A: Cost savings are not the main factor. Main reasons are to let the private sector do what it does best and to improve service.

Q: If the Contractor needs to save on personnel costs but must offer full employment to NTIS staff, how can favorable economic status be achieved? A: The Contractor will make its profit from the creative use of the product line.

Q: When can unprofitable NTIS services be discontinued? A: That is unspecified in the RFI; the Contractor should state its intentions in the RFP response.

Q: How will the Contractor receive information about current NTIS employees? A: In the RFP.

Q: Will the Contractor be able to specify price ceilings? A: The Government retains control over ceilings, but the details need to be worked out.

Q: How does NTIS currently sell overseas? A: Through cooperative organizations. The Government will continue to negotiate and manage those agreements that the Contractor will carry out.

Q: Aren't ESOPs, outplacement, and 180-day employment extra costs for the Contractor? A: Yes, but 33% of the current NTIS staff is eligible for early retirement; and the Contractor sets salary, benefits, etc.

Q: Will an outside CPA firm audit NTIS beforehand? A: No.

We talked to several others present at the meeting -- they agreed that government control of prices was the most serious issue. "Whoever heard of a business that can't decide its own fair market price?" Moreover, the five-year term of the contract does not seem long enough to support the initial investment. As for the possibility of profit via value-added services, "We can do that already," as the NTIS products are in the public domain.

All in all, the Commerce overture to the private sector does not seem to have much appeal. However, anyone interested in responding to the RFP (when it is issued) should route all communication to Jim Williams, Processing Officer for Commerce (202/377-4248).

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SO . . .

You Want To Know More About The

NDN

What is the National Diffusion Network?

The National Diffusion Network (NDN) is a federally funded system that makes exemplary educational programs available for adoption by schools, colleges and other institutions.

It does so by providing dissemination funds to exemplary programs, called Developer Demonstrator projects, for two purposes: (1) to make public and nonpublic schools, colleges and other institutions aware of what they offer, and (2) to provide training, materials and follow-up assistance to schools and others that want to adopt them.

NDN also provides funds to State Facilitators, whose job it is to serve as matchmakers between NDN programs and schools and organizations that could benefit from adopting the programs.

What makes the NDN Developer Demonstrator projects different from commercial products?

Several important things. NDN Developer Demonstrator project staff do not just hand a program to a school and expect the school to figure out how to use it. Instead, NDN program directors help local schools implement their programs to suit each school's unique needs. To do that, the director of the program provides training, lasting from one day to a week or more, to staff members in the adopting school. The director also provides follow-up assistance in the form of additional training, visits, telephone consultation and newsletters. Sometimes, a program director or a State Facilitator arranges for all adopters of a particular program in a region or state to form a network so they can share successful approaches and solve common problems. All NDN services are provided at little or no cost to adopters.

How does NDN assure that a program is effective and worthy of replication in other schools?

Before a program can become eligible for funding as a part of the NDN, it must be approved by the Department of Education's Joint Dissemination Review Panel (JDRP). A program requesting a review by the panel must provide evaluation data that prove that the program is effective in the school in which it was developed or field tested, and that it could be used successfully in other schools. As of October, 1986, approximately 406 programs had been approved by the panel, and 82 of them were receiving Federal dissemination funds to help other schools adopt them.

What kinds of programs are available for adoption through the NDN?

NDN programs can meet the needs of students of every age — preschool through adult — and the needs of teachers, administrators and other school personnel. Subject areas represented among the NDN programs include mathematics, science and reading. There are also programs in writing, technology, the humanities and programs for gifted and talented students.

Some programs are designed to improve preservice and inservice teacher training. Other fields represented include special education, career and vocational education, adult literacy, early childhood education, health and physical education. Some programs are directed toward processes to improve school administration and management and thereby improve instruction.

Is it possible to see a Developer Demonstrator program in action?

Yes. Each Developer Demonstrator program receiving federal dissemination funds maintains a demonstration classroom or school where visitors are welcome. These programs are located across the United States. In addition, many of the programs have demonstration sites in states other than the one in which they were developed. NDN State Facilitators can arrange for visits to a demonstration school, or to an adoption site.

How does a school adopt a NDN program?

The first step is to contact one of the NDN State Facilitators. Their job is to help schools and other organizations learn about and adopt NDN programs. Often, for example, they hold "awareness conferences" featuring one or more NDN programs and invite educators to attend. They also work with educators in identifying the needs in a particular school and in determining which NDN program offers a solution. When a school decides to adopt an NDN program, the facilitator arranges for the program's developer to provide training to staff in the adopting school. In addition, if a school requires financial assistance to make an adoption, the facilitator usually knows about funding sources and how to apply for a grant under various federal, state or local programs or from private foundations or industry. Some facilitators sponsor meetings for administrators on how to apply for financial assistance.

What if the program a school wants to adopt is located in another state?

That's no problem; the NDN was developed so that educators would have access to exemplary programs, whether these programs are located in the same state or not. NDN brings the program to the school or district that wants it.

How much does it cost to adopt an NDN program?

The cost varies. NDN's aim is to provide adoption assistance at minimal cost. State Facilitators are supported by NDN grants, so there is no cost for their services, and there is little or no cost for training. An adopter usually pays for any required curriculum materials and for release time for teachers to attend training. Some

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schools help meet adoption costs with a grant from local or state funding sources or with funds from other sources including the private sector.

What is the responsibility of a school in making an adoption?

Each Developer Demonstrator program has basic requirements to be met by adopters. Adopting schools, for example, are usually required to implement certain basic features of the program, such as regular monitoring of students' academic progress or the use of certain activities. Some programs may require the adopting schools to compile pretest and posttest scores or other appropriate measures of effectiveness and growth in order that the adopted program's benefits can be accurately evaluated. Each adopter agrees to an adoption plan which outlines roles and responsibilities of the parties concerned.

Can NDN really help schools?

Many teachers, administrators and other educators think so. In 1984-85 alone, NDN programs were installed in almost 15,000 schools. An estimated 59,500 teachers and other school personnel received training in the use of NDN programs and approximately 1,825,000 students were served by these adoptions. Several evaluations of the NDN show that it is meeting its goal of helping schools improve education through the dissemination of effective programs.

Where can you get more information about NDN programs?

Contact your NDN State Facilitator or The U.S. Department of Education, Recognition Division, 555 New Jersey Avenue, N.W., Mail Stop 1525, Washington, D.C. 20208, phone (202) 357-6134

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3-21-88

REGIONAL EDUCATIONAL LABORATORIES

Terry L. Eidell
Executive Director
Appalachia Educational
Laboratory Inc.
1031 Quarrier Street
Charleston, West Virginia 25325
(304) 347-0400
OERI Institutional Liaison:
Richard Lallmang (202) 357-6274

Dean H. Nafziger
Executive Director
Robert Peterson
Director, Regional Programs
Far West Laboratory for Educational
Research and Development
1855 Folsom Street
San Francisco, California 94103
(415) 565-3000
OERI Institutional Liaison:
Cheryl Garnett (202) 357-6267 (Interim)

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Executive Director
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Educational Laboratory
Suite 201
12500 East Iliff
Aurora, Colorado 80014
(303) 337-0990
OERI Institutional Liaison:
Carol Mitchell (202) 357-6128

Jane Arends
Executive Director
North Central Regional
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295 Emroy Avenue
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(312) 941-7677
OERI Institutional Liaison:
Haroldie Spriggs (202) 357-6143

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Executive Director
Northwest Regional
Educational Laboratory
101 S.W. Main Street, Suite 500
Portland, Oregon 97204
(503) 275-9500
OERI Institutional Liaison
Marshall Sashkin (202) 357-6120

David P. Crandall
Executive Director
Regional Laboratory for
Educational Improvement
290 South Main Street
Andover, Massachusetts 01810
(617) 470-0098
OERI Institutional Liaison:
John Egermeier (202) 357-6119

John E. Hopkins
Executive Director
Research for Better Schools
444 North Third Street
Philadelphia, Pennsylvania 19123
(215) 574-9300
OERI Institutional Liaison:
Carter Collins (202) 357-6121

Charles J. Law
Executive Director
Southeastern Educational
Improvement Laboratory
P.O. Box 12746
200 Park Offices, Suite 204
Research Triangle Park,
North Carolina 27709
(919) 549-8216
OERI Institutional Liaison:
John Coulson (202) 357-6133

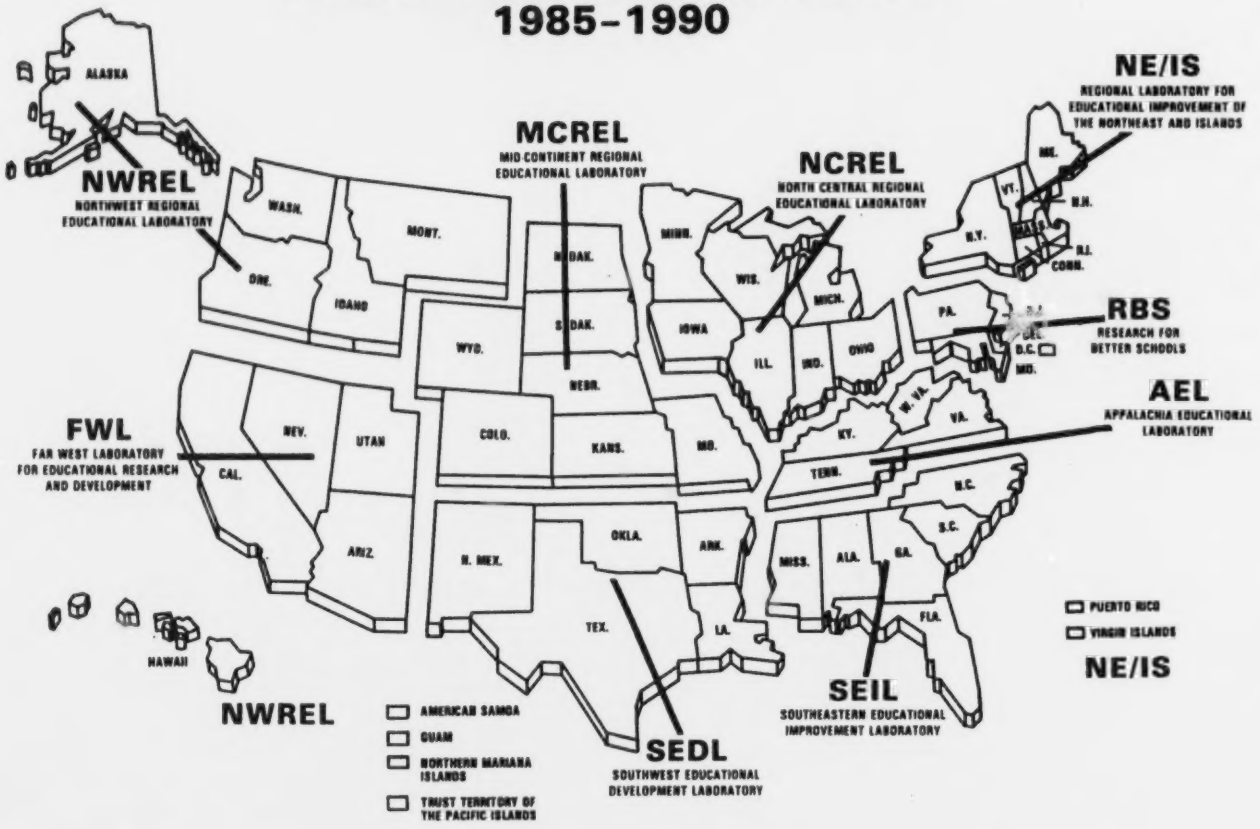
Preston Kronkosky
Executive Director
Southwest Educational
Development Laboratory
211 East Seventh Street
Austin, Texas 78701
(512) 476-6861
OERI Institutional Liaison:
Susan Talley (202) 357-6129

For Laboratory Program
Information, Contact:

Barbara Lieb-Brilhart
Team Leader
Regional Educational Laboratory
Program
555 New Jersey Avenue, N.W.
Washington, D.C. 20208
Phone: (202) 357-6186

U.S. DEPARTMENT OF EDUCATION
OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT

EDUCATIONAL LABORATORIES
1985–1990



Attachment 10
2 of 2

User Spotlight

Slice of Life

How Publicizing Can Help Your Library Database Descriptions at the University of Ottawa

by Richard V. Janke

In the context of its training and orientation program for library patrons— students, professors and researchers — the University of Ottawa has adapted BRS's database descriptions from the BRS Database Catalogue in a novel and interesting fashion. In order to widen the scope of publicity of our Online Reference service, Morisset Library (social sciences) has decided to advertise our top ten databases more as **services** than as just products or information.

These ten databases are: ERIC and ECER, PsycINFO (PSYC), Social SciSearch (SSCI), the Sport Database (SFDB), Ontario Educational Resources Information System (ONED), Sociological Abstracts (SOCA), Linguistics and Language Behavior Abstracts (LLBA), the Religion Index (RELI) and Dissertation Abstracts (DISS). The choice of these ten databases, to the exclusion of all others we might occasionally search, was deliberate and reasoned. As Carol Hansen Fenichel points out in the December, 1987 issue of *Database*, "Most institutions can supply the majority of use (...in databases...) with the most recent few years of a relatively limited number of databases". This has in fact been our experience at the University of Ottawa.

How We Chose The Databases to be Promoted

Annual online statistics in all four search centres at the University of Ottawa (Morisset, Vanier, Fauteux and Health Sciences Libraries) for fiscal year 1986-1987 only serve to confirm this decision. In a field of 6679 online searches in all categories (bibliographic, SDI, interlibrary loan, reference questions and training and orientation), 3625 searches were bibliographic, that is, run either by librarians in the regular Online Reference service or by "end user" clients in Online After Six, using BRS/After Dark. Of these 3625, fully 2547 were run in only ten databases, with MEDLINE leading the way with 1365 (!) searches.

Yet only three of Morisset's key databases actually made it into the ranks of the top ten databases in all four search centres that year. These were: PSYC, ERIC and SFDB respectively. The remaining seven databases have, however, been included in our revised publicity campaign fliers, since they are searched frequently enough in Morisset Library to warrant dissemination. In fact, one of them, ONED, is not being used often enough, so we printed a flier for it in order to raise both librarians' and clients' awareness of its importance as a source of educational information in Ontario. Your own library may want to promote a locally relevant database in a similar fashion.

Databases As Services Rather Than as Information Products

When Morisset Library received the most recent BRS catalogue, with BRS's new database description symbols, we quickly realized the significance these might potentially have as "publicity handles." Since it is a well known truism that people rarely read promotional material such as pamphlets and handouts, especially when they are more than a page long, we decided to print database fliers incorporating as their **key publicity element** the new BRS database symbols. As shown in the prototype for a database flier, adaptable to your own institution, and illustrated below, these symbols are prominently displayed right below your library's own logo and service name, such that they are immediately apparent to even the most casual reader:

Of course, it is critical for your library to make certain that these symbols are fully and simply explained, either on the database fliers themselves, or on a highly visible notice posted right with your database pamphlets. Since the former option would unnecessarily clutter each individual flier, and reduce its overall readability, we opted for the latter. It was necessary for us to adapt BRS's symbols to our own library's service priorities. While we accepted some of BRS's symbols as is, namely; SDI and BRS/After Dark, we were obliged to change the others. For example, BRS/Instructor was altered to Training and Orientations, since it is clear enough that library patrons would not know or care what "BRS/Instructor" means, while they would closely identify with the concept of "Training and Orientations." In order to accommodate the BRS/SEARCH Service, we used the symbol of the arrow from the former BRKTHRU Service. And we used the symbol for full-text databases as the symbol for locally available CD-ROMs. Your own library undoubtedly has its own service priorities.

KEY TO THE SYMBOLS:

- CD-ROM
- SDI
- LIBRARY INSTRUCTION & ORIENTATIONS
- ONLINE AFTER SIX (BRS/After Dark)
- BRS/SEARCH

SERVICE NAME	YOUR LOGO	LIBRARY NAME

Educational Resources Information Center (ERIC)

SCOPE:

ERIC contains over half a million citations covering research findings, project and technical reports, speeches, unpublished manuscripts, books and journal articles in the field of education. Educators, academicians, administrators and researchers will all find ERIC a key source for educational information. Citations include detailed source, geographic, institutional, and availability information in addition to ERIC subject descriptors and extensive abstracts.

PRODUCER:

ERIC Processing and Reference Facility
4350 East-West Highway
Suite 1100
Bethesda, MD 20814-4475

COVERAGE:

1966-present

UPDATES:

Monthly

With these adaptations, our new database fliers accurately describe the full range of BRS services that we provide our clients on a regular basis in Morisset Library, at the University of Ottawa. Even before our clients come to see us in the Online Reference office, either to arrange an appointment for a search by a librarian or for presearch counseling for Online After Six, or for any other on demand online service (such as reference query or a class orientation), they can get some idea on their own of the range of services we provide. In fact, simply by identifying the database by name and scanning its symbols, the library patron can quickly ascertain to what extent the database is likely to meet his or her information needs. It isn't even necessary for the client to read the actual database description - though this would, of course, be preferable, and should be stressed in orientations.

The University of Ottawa simply adapted to its own needs the database descriptions and symbols provided by BRS, which are incidentally not copyrighted. Your library can do the same.

We believe that this innovative approach to database publicity in an academic environment, used in conjunction with a comprehensive library in-class orientation program, is bound to raise client awareness of our Online Reference services. ■

Richard V. Janke is the Public Services Systems Librarian at the University of Ottawa and represents Academic/Non-Medical subscribers on the BRS User Advisory Board.

The Oryx Press
Suite 103
2214 North Central at Encanto
Phoenix, Arizona 85004
(602) 254-6156

March 18, 1988

Ted Brandhorst
ERIC PROC. & REF. FACILITY
ORI, Inc., Information Systems
4350 East-West Hwy., Ste. 1100
Bethesda, MD 20814-4475

Dear Ted:

Enclosed please find the monthly report for April 1988 CIJE and the source journal update for the May 1988 journal list. (No updates were sent from clearinghouses for the March or April issues.)

CIJE SOURCE JOURNAL INDEX UPDATE
MAY88

Additions

IR American Journal of Distance Education

Name Changes

CE MOBIUS to Journal of Continuing Education in the Health Professions

Deletions

CS Association for Communication Administration Bulletin

CS Children's Theatre Review

CS C. S. P. A. A. Bulletin

CS Educational Theatre Journal

Sincerely,
Megan Kinzie
Assistant Editor

Telephone: (602) 254-6156 • Telex: 910-951-1333 • Cable Address: ORYXPHX • Alanet: ALA 0978 • Source: BCJ 387

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March 29, 1988

ADDENDUM TO THE
CIJE SOURCE JOURNAL INDEX UPDATE
FOR MAY88

As a result of The Oryx Press's efforts to solicit comprehensive source journal list updates from all the clearinghouses, I anticipate an unusually large number of additions, deletions, and name changes over the next month and a half. I will be entering the updated information as I receive it from the individual clearinghouses.

The Oryx Press is planning to initiate a similar comprehensive source journal update on a regular basis every three months; however, I would like to ask, as in the past, that clearinghouses try to send us journal updates as they occur on a monthly basis whenever possible. This will keep the index as up to date as possible.

Additions

SO American Historical Review

SO American Sociologist

SO British Journal of Educational Research

SO Bulletin of the Council for Research in Music Education

SO Chinese University Education Journal

SO Computers and the Humanities

SO Councilor

SO Design for Arts in Education

SO Educational Psychology: An International Journal of Experimental Educational Psychology

SO Geographical Education

SO Historical Methods

SO History Microcomputer Review

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SO History of Education: The Journal of the History of Education Society

SO Intercollegiate Review

SO International Studies Notes

SO Journal of American History

SO Journal of Applied Philosophy

SO Journal of Art and Design Education

SO Journal of the Middle States Council for the Social Studies

SO Journal of Social Psychology

SO Kenya Journal of Education

SO Louisiana Social Studies Journal

SO Michigan Social Studies Journal

SO Moral Education Forum

SO National Art Education Association News

SO Network News Exchange

SO New Zealand Journal of Geography

SO OCSS Review

SO Religious Education

SO Social Science Computer Review

SO Social Studies Professional

SO Social Studies Teacher

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SO Southern Social Studies Quarterly

SO Teaching History: A Journal of Methods

SO Westminster Studies in Education

SO Zeitschrift fur Padagogik

NOTE TO CLEARINGHOUSES

Remember when you send journal title updates, and also when you write the journal titles for abstract entries, that any initial the, a, or an should be omitted. If you are in doubt about exactly how a journal title should be worded or punctuated, please consult your authority list: Ulrich's International Periodicals Directory. Exact wording and punctuation is very important for all titles listed in CIJE entries.

Also, when a journal is being newly added to the index, don't forget to let us know if it is being selectively or comprehensively covered by your clearinghouse. And, if information for a journal is changing, please send in all of the current information in the category of information being changed. For example, if the P.O. Box is changing, please include the entire current address; if the price per one year subscription is changing, please include all the current price information available, i.e., student, individual, single copy, etc. prices. This will prevent confusion about exactly what is to be changed, what left in, and what deleted altogether.

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The Oryx Press
Suite 103
2214 North Central at Encanto
Phoenix, Arizona 85004
(602) 254-6156

April 14, 1988

CIJE SOURCE JOURNAL INDEX UPDATE
FOR JUN88

Additions

EA West's Education Law Reporter

HE Thought and Action

Deletions

HE New Universities Quarterly

CE Illinois Career Education Journal

EA Administration and Society

EA Catalyst for Change

EA Journal of Collective Negotiations in the Public Sector

EA Personnel Administrator

EA Socio-Economic Planning Sciences

EA Thrust for Educational Leadership

EA Curriculum Perspectives

SP Viewpoints in Teaching and Learning

SP Texas Tech Journal of Education

Name Changes

HE Journal of Education for Social Work to Journal of Social Work Education

CG Canadian Counsellor to Canadian Journal of Counselling

CG Journal of College Student Personnel to Journal of College Student Development

CG Vocational Guidance Quarterly to Career Development Quarterly

Telephone: (602) 254-6156 • Telex: 910-951-1333 • Cable Address: ORYXPHX • Alanet: ALA 0978 • Source: BCJ 387

*** CIJE MONTHLY REPORT - APR88 I.CIJE2 ***16 22:10 17 MAR 1988 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	76	24	7	339
CG	172	21	0	667
CS	11	2	0	367
EA	78	8	15	315
EC	139	18	19	738
FL	92	12	16	196
HE	122	15	14	549
IR	109	29	4	509
JC	29	4	0	80
PS	126	11	6	335
RC	9	3	0	88
SE	144	13	26	471
SO	144	12	39	419
SP	107	16	0	279
TM	14	1	0	84
UD	24	6	0	236
GRAND TOTALS	1396	195	149	5672

*** CIJE MONTHLY REPORT - MAY88 I.CIJE1 ***11 05:33 13 APR 1988 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	63	14	19	402
CG	121	10	0	788
CS	74	8	8	441
EA	87	6	3	402
EC	107	14	11	845
FL	34	4	5	230
HE	78	8	0	627
IR	73	18	3	582
JC	25	3	0	105
PS	42	4	0	377
RC	16	2	0	104
SE	88	12	24	559
SO	90	13	14	509
SP	86	11	2	365
TM	53	4	0	137
UD	40	7	0	276
GRAND TOTALS	1077	138	89	6749

Attachment 13
1 of 1

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RIE INPUT BY CLEARINGHOUSE (RIEJAN88)

CH	RECEIVED	TRANSFERRED IN FROM PREVIOUS MONTHS	TRANSFERRED OUT TO OTHER ISSUES OR DELAYED	REMOVED (DUPS, REJECTS, ETC.)	NET TOTAL TO RIE THIS ISSUE	GRAND TOTAL TO RIE YEAR-TO-DATE
AA	1	-	-	-	1	1
CE	96	-	1	-	95	95
CG	68	-	1	-	67	67
CS	122	-	1	-	121	121
EA	54	-	-	-	54	54
EC	70	19	2	1	86	86
FL	39	10	-	-	49	49
HE	89	-	1	-	88	88
IR	60	34	1	1	92	92
JC	27	-	1	-	26	26
PS	59	17	12	2	62	62
RC	15	9	-	-	24	24
SE	49	19	10	-	58	58
SO	56	20	23	1	52	52
SP	49	12	15	-	46	46
TM	40	9	6	-	43	43
UD	46	14	12	1	47	47
TOTALS	940	+163*	-86**	-6	= 1011	1011

*Includes transfers from December
** Includes transfers from January to February

RIEJAN88

REMOVE LIST (26)

A. Duplicates (6)

1. Resubmission of Clearinghouses Own Input (3)

Duplicates Detected	Duplicate of	Originally Announced in RIE	Detected By
PS 016 730	ED 282 653/PS 016 642	OCT87	FAC
PS 016 757	ED 281 650/PS 016 516	SEP87	FAC
UD 025 630	ED 273 709/UD 025 078	JAN87	FAC

2. Duplicates Appearing in RIE Three Months or More Ago (3)

Duplicates Detected	Duplicate of	Originally Announced in RIE	Detected By
EC 200 262	ED 280 641/RC 016 115	AUG87	FAC
IR 052 099	ED 282 766/SE 048 192	OCT87	FAC
SO 018 385	ED 166 351/UD 019 170	JUN79	FAC

3. Duplicates Appearing in November 1987, December 1987, January 1988 (0)

4. Total Duplicates for 1988 through Latest Issue = 6

B. Removes (0)

C. Delays (20)

Accession Removed	Delayed/Moved to
CE 048 080	Delayed - Better copy needed
CG 020 117	Delayed - Better copy needed
CS 505 568	Delayed - Better copy needed
EC 200 288	Delayed - Cropped page
EC 200 451	Delayed - Document incomplete
HE 020 610	Delayed - Related to SP 028 863
IR 012 794	Delayed - Appendixes missing
JC 870 404	Delayed - Document incomplete

C. Delays Cont'd

Accession Removed	Delayed/Moved to
SE 048 362	Delayed - Clearance needed
SO 017 774	Delayed - Scope problem
SO 017 779	" " "
SO 017 787-788	" " "
SO 017 801	" " "
SO 017 804	" " "
SO 017 855	" " "
SO 017 858	" " "
SO 018 081	Delayed - Need reproduction release
SO 018 423	Delayed - Abstract problem
UD 025 746	Delayed - Executive summary awaiting main report

RIE INPUT BY CLEARINGHOUSE (RIEFEB88)

CH	RECEIVED	TRANSFERRED IN FROM PREVIOUS MONTHS	TRANSFERRED OUT TO OTHER ISSUES OR DELAYED	REMOVED (DUPS, REJECTS, ETC.)	NET TOTAL TO RIE THIS ISSUE	GRAND TOTAL TO RIE YEAR-TO-DATE
AA	1	-	-	-	1	2
CE	114	1	2	1	112	207
CG	68	-	-	2	66	133
CS	110	-	-	2	108	229
EA	38	-	-	-	38	92
EC	57	-	2	4	51	137
FL	43	-	2	-	41	90
HE	79	-	2	-	77	165
IR	80	-	2	-	78	170
JC	37	-	-	-	37	63
PS	77	12	1	2	86	148
RC	46	-	-	1	45	69
SE	52	12	1	-	63	121
SO	49	13	9	1	52	104
SP	47	15	1	-	61	107
TM	58	6	-	1	63	106
UD	38	11	1	1	47	94
TOTALS	994	+70	-23	-15	= 1026	2037

Attachment 14-B
1 of 3

RIEFEB88

REMOVE LIST (38)

A. Duplicates (11)

1. Resubmission of Clearinghouses Own Input (4)

Duplicates Detected	Duplicate of	Originally Announced in RIE	Detected By
CS 505 723	ED 280 118/CS 505 576	AUG87	FAC
EC 200 519	ED 278 191/EC 191 747	JUN87	FAC
EC 200 520	ED 278 191/EC 191 747	JUN87	FAC
RC 016 414	ED 160 335/RC 010 883	FEB79	FAC

2. Duplicates Appearing in RIE Three Months or More Ago (7)

Duplicates Detected	Duplicate of	Originally Announced in RIE	Detected By
CE 048 134	ED 283 566/JC 870 306	NOV87	FAC
CG 020 162	ED 275 802/UD 025 835	MAR87	FAC
CG 020 209	ED 249 684/EC 170 482	MAR85	FAC
CS 505 689	ED 109 861/ED 073 371	DEC75	FAC
EC 200 505	ED 248 480/CS 007 763	FEB85	FAC
PS 016 838	ED 273 849/CE 045 114	FEB87	FAC
TM 870 483	ED 281 960/UD 025 517	SEP87	FAC

3. Duplicates Appearing in December 1987, January, February (0)

4. Total Duplicates for 1988 through Latest Issue = 17

B. Removes (4)

Accession Removed	Reason for Removal
EC 200 491	Pulled by Clearinghouse
IR 052 145	Two separate documents were processed as one document; document needs reprocessing
SO 018 468	Combined with SO 018 649
UD 025 840	Combined with UD 025 285

C. Delays (23)

Accession Removed	Delayed/Moved to
CE 048 206	Delayed - Pagination problem
CE 048 421	Delayed - Colored pages will not reproduce
EC 200 517-518	Delayed - Related to EC 200 754
FL 016 807	Delayed - Availability needs clarification
FL 016 880	Delayed - Title problem
HE 020 766	Moved to March 1988; copy and institution problem
HE 020 775	Moved to March 1988
IR 012 803	Delayed - Serial problem
PS 016 810	Delayed - Title and abstract problem
PS 016 824	" Resume not transmitted
SE 048 587	Delayed - Missing figures
SO 017 269	Delayed - Scope problem
SO 018 414	" Pagination problem
SO 018 434	" " "
SO 018 436	" " "
SO 018 446-448	" Journal articles
SO 018 461	" Missing page
SO 018 527	" Author problem
SP 029 346	Delayed - Cropped page
UD 025 769	Delayed - Title problem

RIE INPUT BY CLEARINGHOUSE (RIEMAR88)

CH	RECEIVED	TRANSFERRED IN FROM PREVIOUS MONTHS	TRANSFERRED OUT TO OTHER ISSUES OR DELAYED	REMOVED (DUPS, REJECTS, ETC.)	NET TOTAL TO RIE THIS ISSUE	GRAND TOTAL TO RIE YEAR-TO-DATE
AA	1	-	-	-	1	3
CE	113	-	-	4	109	316
CG	51	-	1	1	49	182
CS	160	-	124	-	36	265
EA	34	-	-	-	34	126
EC	58	-	-	1	57	194
FL	44	1	-	-	45	135
HE	118	-	-	-	118	283
IR	81	-	2	-	79	249
JC	34	-	1	1	32	95
PS	65	-	1	-	64	212
RC	45	-	1	2	42	111
SE	94	-	4	5	85	206
SO	57	2	4	2	53	157
SP	60	-	1	1	58	165
TM	128	-	76	-	52	158
UD	67	-	1	-	66	160
TOTALS	1210	+3	-261	-17	= 980	3017

Attachment 14-C
1 of 3

RIEMAR88

REMOVE LIST (35)

A. Duplicates (12)

1. Resubmission of Clearinghouses Own Input (3)

Duplicates Detected	Duplicate of	Originally Announced in RIE	Detected By
RC 016 341-242	ED 264 080/RC 015 570	APR86	FAC
SE 048 693	ED 263 000/SE 046 215	MAR86	FAC

2. Duplicates Appearing in RIE Three Months or More Ago (5)

Duplicates Detected	Duplicate of	Originally Announced in RIE	Detected By
CG 020 230	ED 284 843/SP 029 044	DEC87	FAC
JC 870 475	ED 284 066/CE 047 905	DEC87	FAC
SO 018 286	ED 282 677/RC 016 214	OCT87	FAC
SO 018 287	ED 282 678/RC 016 215	OCT87	FAC
SP 029 461	ED 278 087/CS 505 494	JUN87	FAC

3. Duplicates Appearing in January, February, March (4)

Duplicates Detected	Duplicate of	Originally Announced in RIE	Detected By
CE 048 513	ED 286 101/CG 020 184	FEB88	FAC
CE 048 530	ED 285 625/JC 870 397	JAN88	FAC
CE 048 531	ED 285 626/JC 870 398	JAN88	FAC
EC 200 563	ED 285 077/CG 020 120	JAN88	FAC

4. Total Duplicates for 1988 through Latest Issue = 29

B. Removes (5)

Accession Removed	Reason for Removal
CE 048 564	Pulled - Transmitted abstract went with another document
SE 048 622-624	Combined with SE 048 621
SE 048 674	Pulled - Out of ERIC's scope

C. Delays (18)

Accession Removed	Delayed/Moved to
CG 020 244	Delayed - Reproducibility
IR 012 828	Delayed - Individual non-theme issue of a serial; awaiting complete run of volume
IR 012 857	Delayed - Individual non-theme issue of a serial
JC 870 108	Delayed - Awaiting author abstract
PS 016 845	Delayed - Abstract did not match document
RC 016 285	Delayed - Cropped page
SE 048 667-668	Delayed - NEA documents awaiting better copy
SE 048 694	Delayed - Reproducibility
SE 048 696	Delayed - Pagination problem missing page
SO 018 330-331	Delayed - Processing problem
SO 018 335	" - " "
SO 018 544	" - Part of "Take Pride in America"; awaiting rest of series.
SP 029 061	Delayed - OERI clearance needed
TM 870 500	Delayed - "Document" was really an abstract of a document; awaiting document.
TM 870 583	Delayed - Appendixes missing
UD 025 896	Delayed - Related to UD 025 691

RIE INPUT BY CLEARINGHOUSE (RIEAPR88)

CH	RECEIVED	TRANSFERRED IN FROM PREVIOUS MONTHS	TRANSFERRED OUT TO OTHER ISSUES OR DELAYED	REMOVED (DUPS, REJECTS, ETC.)	NET TOTAL TO RIE THIS ISSUE	GRAND TOTAL TO RIE YEAR-TO-DATE
AA	1	-	-	-	1	4
CE	140	2	5	3	134	450
CG	70	-	-	1	69	251
CS	-	61	6	-	55	320
EA	34	-	1	-	33	159
EC	79	3	2	-	80	274
FL	65	2	-	-	67	202
HE	72	2	-	-	74	357
IR	80	-	1	2	77	326
JC	22	14	-	-	36	131
PS	61	-	3	1	57	269
RC	38	1	1	-	38	149
SE	51	-	-	-	51	257
SO	63	3	-	2	64	221
SP	76	-	1	-	75	240
TM	-	32	-	1	31	189
UD	43	1	6	-	38	198
TOTALS	895	+121	-26	-10	= 980	3997

Attachment 14-D
1 of 3

RIEAPR88

REMOVE LIST (36)

A. Duplicates (9)

1. Resubmission of Clearinghouses Own Input (1)

Duplicates Detected	Duplicate of	Originally Announced in RIE	Detected By
CE 049 052	ED 287 024/CE 048 467	MAR88	FAC

2. Duplicates Appearing in RIE Three Months or More Ago (4)

Duplicates Detected	Duplicate of	Originally Announced in RIE	Detected By
CE 048 407	ED 282 673/RC 016 107	OCT87	FAC
IR 052 187	ED 279 593/SO 018 022	AUG87	FAC
PS 016 970	ED 266 973/SO 016 848	JUL86	FAC
SO 018 548	ED 284 935/UD 025 675	DEC87	FAC

3. Duplicates Appearing in February, March, April (4)

Duplicates Detected	Duplicate of	Originally Announced in RIE	Detected By
CE 048 790	ED 287 959/UD 025 875	MAR88	FAC
CG 020 332	ED 288 929/UD 025 906	APR88	FAC
IR 012 902	ED 286 434/HE 020 965	FEB88	FAC
TM 870 677	ED 286 873/SP 029 449	FEB88	FAC

4. Total Duplicates for 1988 through Latest Issue = 38

B. Removes (1)

Accession Removed	Reason for Removal
SO 018 631	Combined with SO 018 630

C. Delays (26)

Accession Removed	Delayed/Moved to
CE 048 714	Delayed - Missing page
CE 048 793	" - Better copy needed
CE 048 794	" - Replacement pages needed
CE 048 854	" - Abstract problem
CE 048 909	" - Institution documentation needed
CS 008 964	Delayed - Processing problem
CS 210 827	" - Clearance needed
CS 210 830	" - Clearance needed
CS 505 763	" - Small type; better copy needed
CS 505 772	" - " " " " "
CS 505 776	" - " " " " "
EA 019 716	Delayed - Availability information needed
EC 200 751	Delayed - Pagination problem
EC 200 756	" - Reproducibility problem
IR 052 143	Delayed - Processing problem
PS 016 879	Moved to May because of related document
PS 016 951	Delayed - Processing problem
PS 016 959	" - Pages missing
RC 016 477	Delayed - Abstract problem
SP 029 669	Delayed - Appendixes missing
UD 025 885	Delayed - Abstract problem
UD 025 901-902	" - " "
UD 025 919-921	" - OERI clearance needed

EAB ERIC ADMINISTRATIVE BULLETIN

Volume: 12
Number: 6-7
Date: June-July 1988

Educational Resources Information Center, Office of Educational Research and Improvement, Washington, D.C. 20208

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2. OERI Final Reports and Projects Distribution Plan

3. Online Reporting From Clearinghouse to Central ERIC (Final Format of Report)

4. CEC FAX Capability (News Release)

5. DIALOG Sold to Knight-Ridder (News Release)

6. SilverPlatter Announces New ERIC Archival CD-ROM Disks (1966-1982) (News Release)

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ACTION ITEMS

PROCESSING ADVISORY: DOCUMENT PREPARATION---DOCUMENTS WITH INSERTS

If there is a physically separate executive summary, chart, poster, press release, etc. that appears to be part of a document or that a Clearinghouse wishes to include and make part of a document, please make the insertion in the exact place you wish it to be paginated and paperclip or otherwise affix it to the document in some manner so that the Facility paginator knows where you want it. Before making such an insertion, especially of oversize charts, posters, etc. (that will probably have to be cut up so they can be filmed in parts or individual frames), please check the document to see if the insert already appears in reduced from in the main document, as is often the case. In such instances, the existence of oversize posters, charts, etc., can be cited in the Note Field, but actual oversize items can be eliminated from the document (and from the filming process).

...Carolyn Weller (ERIC Facility)

PROCESSING ADVISORY: DOCUMENT PREPARATION---ERIC DIGESTS ON LEGAL SIZE PAPER

Some Clearinghouses publish their ERIC Digests on 8-1/2 x 14 inch (legal size) paper. EDRS cannot film documents of this size on one frame without reducing them to where the Digest's already small type size would be unreadable. Therefore, Digests processed for RIE must be converted to standard 8-1/2 x 11 inch format. To make this conversion, please transfer columns of text to 8-1/2 x 11 inch paper. In some such instances, Digests will end up occupying additional pages. Without such a conversion, the microfiche of legal-size documents would contain one frame with the top half and a second frame with the bottom half of a given page, resulting in text that was not continuous. ERIC users would, we believe, not find this satisfactory. The EDRS contract does not cover manual preparation of documents.

To satisfy this requirement, use the final, published version of a Digest, not an earlier, possibly uncorrected version. The Facility has recently noted instances in which early uncorrected versions of Digests have gotten into the system, instead of the final, corrected version.

...Carolyn Weller (ERIC Facility)

PROCESSING ADVISORY: CATALOGING---THE SEARCH FOR PERSONAL AUTHORS

Clearinghouse catalogers sometimes go to inappropriate lengths to find a personal author when none is clearly stated on the document. Searching prefatory material for someone to call "author," when the document source clearly didn't choose to show one, is unnecessary and invites potential problems.

This situation is particularly prevalent with Government documents insofar as many agencies deliberately choose to issue reports with a group or corporate byline and without assigning personal credit.

If a document does not cite or credit a personal author or editor in a reasonably obvious way, then don't list one. ERIC cannot be faulted for cataloging from the title page or cover.

...Carolyn Weller (ERIC Facility)

CENTRAL ERIC REVIEW OF CLEARINGHOUSE PRODUCTS IN ADVANCE/DRAFT FORM

Central ERIC has drafted a new policy governing their review of Clearinghouse products prior to publication. The policy will eventually be added to the ERIC Administrative Procedures Manual. The draft policy appears here for Clearinghouse information and review as **Attachment 1.**

...Kevin Arundel (CERIC)

NETWORK NEWS

OERI POLICY FOR ACQUIRING, DISTRIBUTING, AND RETAINING FINAL REPORTS AND OTHER PRODUCTS OF OERI-SPONSORED PROJECTS AND PROGRAMS

Attachment 2 is the final approved policy pertaining to the outputs of OERI funded and sponsored projects/programs.

Having a formal internal policy, approved by top management, should help ensure that OERI documents and contractor reports find their way into the ERIC system for both dissemination and archival purposes.

...Jim Prevel (CERIC)

MONTHLY AND QUARTERLY ONLINE REPORTING FROM CLEARINGHOUSES TO CERIC

Online monthly reporting from the Clearinghouses to CERIC has begun! In a memo dated May 10, 1988, Bob Stonehill described the final reporting format and the reviewer-suggested changes that led to it. **Attachment** 3 is the Final Version of the required report.

...Jim Prevel (CERIC)

GAO DECISIONS ON CLEARINGHOUSE PROTESTS

On June 2 the General Accounting Office (GAO) issued a Decision on the protest submitted by New Mexico State University relating to the award to Appalachia Educational Laboratory, Inc. (AEL) to operate the ERIC Clearinghouse on Rural Education and Small Schools. The protest was denied. New Mexico State University has decided not to pursue an appeal. On June 10, the Department of Education issued a Start Work Order to AEL effective June 13. The transition period was completed by June 30, 1988. AEL is now the contractor for the ERIC Clearinghouse on Rural Education and Small Schools. Please note this change in all future communications.

On July 5, 1988, the General Accounting Office issued a decision denying the protest of the National Council of Teachers of English (NCTE) concerning the procurement for the ERIC Clearinghouse on Reading and Communication Skills. As a result, Indiana University is now the contractor for the CS Clearinghouse. Please also note this change in all future communications.

...Pat Coulter (CERIC)

CIJE MATTERS (FROM ORYX PRESS)

Oryx has begun checking for invalid Identifiers by computer! Hence, we may have more questions for you in this field than previously. Hopefully, this addition to our computer program will eliminate invalid Identifier punctuation and other previously undetected Identifier problems.

Also, I'd like to remind you that:

(1) the letter "l" may not be used in place of the number "1" in the journal citation information;

(2) Roman numerals are okay to use for page numbers, but not for volume and number citations;

(3) the abbreviation "Aut" is invalid, "Fall" must be used; and

(4) if a Descriptor or Identifier is plural or singular in the thesaurus, it must be exactly the same in the CIJE entry.

In case you are curious...

The September 1988 batch one CIJE tape contained 580 entries and 157 stylistic errors according to the computer verify. This does not include any typos or other errors in the titles of articles, text of annotations, or in the Note field.

Please send all CIJE correspondence to Oryx Press's Phoenix address (to my attention), not to our New York office; it is no longer in use.

...Magon Kinzie (Oryx Press)

HE ASSISTS AHEA PROJECT "TAKING CHARGE"

Project "Taking Charge" is an educational demonstration project of the American Home Economics Association (AHEA). It is intended for adolescents and their parents and is designed to promote strong family values. The project attempts to make its audience aware of the connection between education, occupational goals, sexual activities, and early childbearing. HE assisted AHEA in designing the project's curriculum and served as a resource center throughout the project.

...Chris Rigaux (HE)

CEC (AND CONSEQUENTLY ERIC/EC) ANNOUNCES NEW FAX CAPABILITY

Attachment 4 is a recent CEC Press Release announcing their new FAX capability. Needless to say, the EC Clearinghouse now shares this capability provided by its host organization.

...Judi Conrad (EC)

VENDOR NEWS

DIALOG SOLD TO KNIGHT-RIDDER NEWSPAPER CHAIN

DIALOG Information Services, the largest and most active conduit providing the educational community with online access to the ERIC database, has been sold to the Knight-Ridder newspaper chain. The announcement, in the form of a letter from DIALOG and a News Release from Knight-Ridder, appears as **Attachment 5.**

While we do not anticipate any major change in the way in which ERIC is offered via DIALOG, Knight-Ridder, with a broad information industry background, is unlikely to be a hands-off owner.

...Ted Brandhorst (ERIC Facility)

SILVERPLATTER ANNOUNCES NEW ERIC ARCHIVAL CD-ROM DISKS (1966-1982)

In April 1988, SilverPlatter announced and distributed a new set of ERIC archival CD-ROM disks covering the years 1966-1982. The main new search-related feature on the new disks is to remove the redundancy caused heretofore by the repetition of a major Descriptors and Identifiers in a separate field. The SilverPlatter announcement appears as **Attachment 6.**

...Pat Brown (ERIC Facility)

KIDSNET: A SOURCE OF CHILDREN'S TV AND RADIO PROGRAMMING INFORMATION

Representatives from KIDSNET and ALANET recently visited CERIC to explore areas of mutual cooperation. While specific areas of collaboration have not yet been delineated, we thought it worthwhile to include in the EAB a brief description of KIDSNET because it is a valuable source of childrens' TV and radio programming information.

KIDSNET uses the electronic mail services of ALANET to receive database search requests from its subscribers. KIDSNET also plans to make its Calendar (upcoming events and publications) and its Bulletin (future broadcasts and programs in production) available over ALANET.

The KIDSNET database is partitioned into active and archival files. The Active Database contains information on 5,000 children's programs and current public service announcements on public, commercial, cable, and syndicated radio and TV stations. Other programming that is appropriate for children and young adults is also listed, including prime time programs, documentaries, specials, and mini-series. The archival database includes information on over 20,000 audio, video, and the videodisc programs previously aired and now available for use by non-profit educational institutions.

KIDSNET lists programs by curriculum area and grade level, but each abstract includes much more information, such as the availability of ancillary material, the goals of the program, awards received, program type and length, preview availability, broadcast rights, etc.

Attachment 7 includes a press release, a copy of a KIDSNET newsletter, and a copy of an entry from the Archival Database.

...Kevin Arundel (CERIC)

VISITORS

HE RECEIVES VISITOR FROM CHINA

Jonathan D. Fife and Jan Burt met with Dr. Chen Mokai, Deputy Director of the Education Commission of Jilian Province, Vice President of Jilian Provincial Branch of the Chinese Education Commission for International Exchange, and member of the Standing Board of Higher Education Association of China, to discuss the activities and services of the Clearinghouse.

...Jan Burt (HE)

BRITISH AND GERMAN ADULT EDUCATORS VISITING THE U.S. PROVIDED WITH INFORMATION BY CE

CE provided background information for two international delegations of adult educators that visited Ohio during April. Representatives from the Inner London Education Authority (Great Britain) and from the Deutscher Volkshochschul-Verband (Federal Republic of Germany) visited a number of sites in Ohio during a two-week tour. The Clearinghouse sent copies of digests and information on trends and issues in adult education to the delegates prior to their arrival in Ohio. In addition, material was also sent to host sites for distribution during the visits.

...Susan Imel (CE)

INTERNATIONAL ASSOCIATION OF UNIVERSITIES (IAU) VISITS HE

HE was pleased to host a 4-day April visit by Claudine Langlois, Head of the Information and Documentation Unit of the International Association of Universities (IAU) in Paris. Aside from extensive discussions about how a Clearinghouse operates, highlights of the visit included a tour of EDRS and the ERIC Facility and a lexicographic meeting with a scholar from the University of Virginia. Possible joint ventures between ERIC/HE and IAU were investigated.

...Lynn Barnett (HE)

PERSONNEL---NEWS & CHANGES

BETTY ROSE RIOS HONORED AT ERIC NATIONAL MEETINGS

At the ERIC Directors meeting and the ERIC National Technical Meeting (March 21-24) tribute was paid to the long ERIC service of Betty Rose Rios. In addition to encomiums from Bob Stonehill (Central ERIC) and Judi Conrad (COED), Betty Rose was given a framed certificate of appreciation and a gift sculpture.

Betty Rose's service with ERIC dates back to the first wave of ERIC Clearinghouses. She came up through the ranks at the ERIC Clearinghouse on Rural Education and Small Schools (RC) to eventually be named Director. She served on innumerable ERIC committees over the years and culminated these internal assignments by serving as Chair of the Council of ERIC Directors (COED). Nobody within the ERIC system was perhaps so universally admired as Betty Rose. In her case, familiarity bred only respect. We all hope that ERIC will somehow continue to hear from Betty Rose Rios in the future.

...Ted Brandhorst (ERIC Facility)

MICHAEL DAVIS REPLACES CINDY LACEY AS DOCUMENT CONTROL SUPERVISOR

Michael Davis has replaced Cindy Lacey as Document Control Supervisor at the ERIC Facility. His duties here include overseeing the receiving and shipping of materials moving between the Facility and the ERIC network components and maintaining inventory control over all publications, forms, and supplies. We welcome Michael Davis to the ERIC family.

...Elizabeth Pugh (ERIC Facility)

MARILYN SHORR (HE ASSOCIATE DIRECTOR) REAPPOINTED TO CHAIR OF WAHE

Marilyn Shorr was recently reappointed for a second year as a Chair of the Women Administrators in Higher Education (WAHE) Group. The group, composed of two hundred metropolitan Washington women working in colleges and universities, associations, and government agencies, meets regularly during the academic year for professional development programs.

...Jan Burt (HE)

JONATHAN FIFE (HE DIRECTOR) INTERVIEWED BY U.S. NEWS & WORLD REPORT

Jonathan D. Fife, Professor of Education and Director of the ERIC Clearinghouse on Higher Education, was interviewed by Peter Struck of U.S. News and World Report for an annual article on the best higher education institutions in the country. Discussion topics included core curriculum, exceptional efforts in teaching nontraditional students, best buys, best teaching, most significant improvements, and student quality of life.

...Jan Burt (HE)

STAFF CHANGES AT FL

On April 20, Celeste Crowley joined the staff of FL as Administrative Assistant. She replaces Denise Koptcho, who left ERIC for an exciting new job in the Press Office of the French Embassy. Celeste is a recent graduate of Bob Jones University, with a B.A. in German and a minor in business management. She will be working full-time for the Clearinghouse.

On April 27, Ms. Whitney Stewart took over as Editor/Publications Coordinator for FL, replacing Gina Doggett. Gina has moved to Hong Kong, where she will be working as an editor for the French wire service, Agence France Presse. Whitney has a B.A. in linguistics and children's literature from Brown University. She works part-time as a research assistant in linguistics at American University and is writer, designer, and editor of Tibet Today, a newsletter of Tibetan culture. She has authored children's books on Tibetan culture and is currently writing a biography of the Dalai Lama, also intended for a children's audience. Whitney will edit the ERIC/CLL News Bulletin series, as well as provide editorial assistance with other Clearinghouse publications. She will be in the office two days a week, Wednesdays and Thursdays, from 9:00 a.m. to 5:00 p.m.

We are delighted to welcome both Whitney and Celeste to the Clearinghouse staff.

...Jeannie Rennie (FL)

STAFF CHANGES AT SP

Diane Flanagan, Document Processing Coordinator at SP for the past three years, is moving to Australia for a year with her family. When she returns, she will be attending George Mason University, working towards a Master's in Education.

Mary Tregillus, the CIJE Abstractor/Indexer, has been promoted to fill Diane's place. Janis Lynch has been hired to replace Mary. Janis is a poet finishing up her MFA at American University. She will report for work in June when she returns from her honeymoon in Ireland.

Kimberly Nichols, a junior at Howard University, joins us as Publications Clerk, replacing Judy Smith who has taken a full time job at the Older Womens League.

...Margaret Mann (SP)

PUBLICATIONS

GLAMOUR, BUT NO GLORY

We try, we try, we try, but...A press release for ASHE-ERIC Higher Education Report 5, 1986, Student Financial Aid and Women: Equity Dilemma? resulted in an author for Glamour magazine contacting the monograph's author, Mary Moran, for an interview. The subsequent column in Glamour (see **Attachment** 8) is a good example of how ERIC is often used without any acknowledgment. Neither ERIC, or the ASHE-ERIC Higher Education Report monograph series, or even the title of the report, makes the final article; in fact, the only credit line given is for the U.S. Department of Education. So it goes.

...Jan Burt (HE)

OFFICE OF TECHNOLOGY ASSESSMENT (OTA) CALLS ON ASHE-ERIC MONOGRAPH

The Office of Technology Assessment (OTA) of the U.S. Congress requested the recent ASHE-ERIC Monograph, Student Financial Aid and Women: Equity Dilemma? by Mary Moran. The monograph was used by OTA in preparing the report, Education Scientists and Engineers: Grade School to Grad School.

HE MONOGRAPH CATALOG DISTRIBUTED

A catalog listing all of HE's monographs published since 1980 was distributed to 40 deans attending the seminar, "Colleges in the 21st Century: How the Deans Can Shape Them," sponsored by the Council of Colleges of Arts and Sciences. This same catalog was also shared with the 150 attendees of the Higher Education Resource Services (HERS) Management Institute at Wellesley College and the HERS Summer Institute at Bryn Mawr College.

...Chris Rigaux (HE)

NEW CLEARINGHOUSE PUBLICATIONS

Higher Education Leadership: Enhancing Skills through Professional Development Programs. ASHE-ERIC Higher Education Report No. 5, 1987, by Sharon A. McDade. 125 pp.

Many educators have been promoted into administrative positions by demonstrating outstanding abilities as teachers or subject specialists. Few bring management skills with them or have the formal training necessary to succeed in the role of administrator. In this monograph, the author determines the skills needed by a successful administrator from a survey conducted among managers in government, business, and education. Available professional development programs are reviewed in an effort to identify effective administrative training programs in this country. This monograph serves as a valuable reference tool for all prospective and acting education administrators.

...Chris Rigaux (HE)

MEETINGS AND CONFERENCES

ETIC CONFERENCE WORKSHOP GIVEN BY IR

Don Ely, Director of ERIC/IR, gave a workshop on new access points to ERIC at the Educational Technology International Conference (ETIC) in April. Eighteen people attended the workshop at the conference, which was held in England. Don Ely also spoke informally with conference attendees about the ERIC system.

...Elena Beattie (IR)

SP PARTICIPATES IN AAHPERD WRITING WORKSHOP

At the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance, Margaret Mann and Mary Tregillus participated in the "Write-On" workshop sponsored by Strategies journal.

Mary gave the budding journal authors a list of HPRD journals and instructions on how to submit an article. Margaret gave a brief overview of the ERIC system and how it could help them, as well as tips on how to choose a topic and develop it into an article.

This workshop was a refreshing change from the usual ERIC orientation workshop. The participants had all chosen topics and were enthusiastic about pursuing more information. Many of them stopped by the booth later for a free computer search, and one has even been recruited to do an ERIC Digest. A good time was had by all.

...Margaret Mann (SP)

CE PRESENTS AT WORLD BANK SEMINAR ON
"USING TECHNOLOGIES FOR EDUCATION AND TRAINING"

Judy Wagner gave a presentation on ERIC at a seminar on "Using Technologies for Education and Training: An Economic Perspective" sponsored by the Economic Development Institute of the World Bank and held at the Department of Labor, Washington, DC. Approximately 50 educational leaders from 20 countries attended the session which included an overview of ERIC and a demonstration of ERIC on CD-ROM. They were particularly interested in the portability and independence of CD-ROM and the fact that it eliminates the need for a telephone! Thanks again to IR for their Digest on the CD-ROM technology!

...Judy Wagner (CE)

SUSAN IMEL ON OHIO CHEA PANEL ON "WHAT RESEARCH SHOULD BE DONE?"

Susan Imel was a member of a panel presentation on "What Research Should be Done?" that was given at the Ohio Continuing Higher Education Association Winter Conference, March 17, 1988, Columbus, Ohio.

...Susan Imel (CE)

THE LIGHTER SIDE

THE LIGHTER SIDE

SO 018 875 gave the editors the best laugh of the month with its observation that "Since 1972, the Philippines has been under marital law...". Perhaps the statement made it as far as it did because it sounded distressingly reasonable.

...Anonymous

C. Central ERIC (CERIC) Review of Draft Clearinghouse Products*

Drafts of all major publications (monographs, trends and issues papers, annotated bibliographies and ERIC digests) are to be forwarded to the clearinghouse's CERIC project monitor for review at the same time as copies are distributed by the clearinghouse for external/internal review.

The purposes of the CERIC review are:

- o To familiarize CERIC staff with the content of all new clearinghouse publications, to respond better to inquiries from senior OERI officials on "what is ERIC doing about . . . ," and coordinate more effectively the development of written materials among regional laboratories, national research and development centers, and other OERI and ED programs.

- o To allow the clearinghouses to obtain and consider substantive and and other suggestions for improvement from CERIC/ED staff.

1. Clearinghouse Responsibilities

It is the responsibility of the clearinghouse to send a review package to the assigned CERIC project monitor. This package should include, along with one copy of the material to be published, a publications sheet which summarizes the process used to create the document (see V.B.2. above) and a review form. The review form should include a broad range of criteria for judging the quality of the publication. If a clearinghouse has not developed its own document review form, it may use a form similar to the one included in this section.

2. Central ERIC Responsibilities

a. The CERIC project monitor will review the draft and/or have other ED staff review it, as appropriate.

b. The CERIC project monitor will ensure the confidentiality of the document and its contents by limiting its circulation and attaching a notice that it is neither to be cited for publication nor duplicated.

c. The CERIC project monitor will provide the clearinghouse with a review of the draft within a period of ten working days from receipt of the draft, unless the clearinghouse specifies a longer period for returning the review.

d. If the Project Monitor has not sent a review of the document within the above time period, the clearinghouse may continue with the routine development of the publication.

* To be added to the ERIC Administrative Manual, Section V., Clearinghouse Publications. (7/18/88)

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PUBLICATIONS REVIEW FORM

Title:_____Program code:_____

Audience:_____Project Director:_____

CRITERIA	RATINGS		
Please rate the draft on each of the categories below by checking the appropriate rating.	Release as is	Needs revision	Don't release
A. CONTENT			
The content is:			
1. Accurate	____	____	____
2. Current	____	____	____
3. Focused on important subject matter	____	____	____
4. Based on important references	____	____	____
5. Objective/factual/balanced	____	____	____
6. Appropriate for intended audience	____	____	____
B. STYLE			
The material presented includes:			
1. An information overview that serves as an introduction to the topic	____	____	____
2. A logical flow of ideas/concepts	____	____	____
The language is:			
3. Grammatically correct	____	____	____
4. Clear and understandable	____	____	____
5. Avoids discriminatory references to any minorities or groups	____	____	____

OVERALL QUALITY (Circle appropriate response)	Excellent	Very Good	Good	Fair	Poor

Suggestions for Improvement. Please indicate priority of recommendations: A. Essential -- "must do;" B. Important -- "should do;" C. Relevant -- "nice to do."

Reviewer's Signature:_____Date:_____
Position:_____
Institution:_____

OERI FINAL REPORTS AND PRODUCTS DISTRIBUTION PLAN

I. PURPOSE
II. POLICY
III. DEFINITIONS
IV. RESPONSIBILITIES
V. PROCEDURES

I. PURPOSE

The purpose of this directive is to establish OERI policy and procedures for acquiring, distributing and retaining final reports and products resulting from OERI programs including but not limited to contracts, grants, task orders and commissioned papers. Adherence to the policy will facilitate ERIC acquisition and archival activities and establish a comprehensive OERI collection in the U.S. Department of Education Research Library.

II. POLICY

It is the policy of OERI to maintain and make available comprehensive information on all of its completed projects. Access to OERI final reports and products will be through the Educational Resources Information Center (ERIC) system and the Education Research Library.

III. DEFINITIONS

A. Contracting Officer's Technical Representative (COTR). Program representative of the Government responsible for monitoring the programmatic or technical aspects of a contract.

B. Educational Resources Information Center (ERIC). The OERI unit that manages the ERIC clearinghouse system, which archives all OERI final reports and products that meet system standards by maintaining a database record of such documents and providing copies of documents upon request.

C. OERI Acquisitions Officer (AO). The OERI designated representative, working within ERIC, who will collect and distribute all final reports and products from OERI programs, contractors, and grantees.

D. Program Representative. The designated representative within each OERI program (CES, IS, LP, OR, PIP) that provides copies of OERI papers and publications produced by program staff to the AO.

E. Education Research Library. The OERI unit that provides OERI staff and the public with access to hard copies of OERI final reports and products.

F. Technology Resources Center. The OERI unit that provides OERI staff and the public with access to non-print and multimedia products.

G. Final Report. The written end product of an OERI contract or grant that normally contains pertinent details on the design of the project, results achieved, and recommendations for future research or activities.

H. Product. A product is a tangible result of an OERI program, contract or grant and, as such, is transportable. In particular, special interest is called to products for elementary and secondary school teachers; school and university administrators; journalists, policymakers and parents. Special attention should be given to the following kinds of products:

- o Research reports
- o Project/product descriptions
- o Position papers/essays
- o Speeches/presentations
- o Syllabi
- o Resource guides
- o Handbooks
- o Curriculum materials
- o Legislation and regulations
- o Information on statistical files/data tapes
- o Technical reports
- o Concept papers
- o Monographs/synthesis papers
- o Evaluation studies
- o Instructional materials
- o Teaching guides
- o Manuals
- o Conference proceedings
- o Bibliographies
- o Tests/questionnaires and measurement instruments

Products may be in various formats: print, non-print, or (as in multimedia presentations) a combination of formats.

IV. RESPONSIBILITIES

A. Contracting Officer's Technical Representative (COTR)

Unless otherwise specified, the OERI COTR is responsible for:

1. Approving deliverables from OERI contractors and grantees.

2. Forwarding five (5) copies of all acceptable final reports or other major products to the AO.

B. Educational Resources Information Center (ERIC) and the Acquisitions Officer (AO)

The AO is located in ERIC, and is responsible for:

1. Collecting and distributing five (5) copies of final reports or products received from COTR's and program designees. The distribution is as follows:
   - o Assistant Secretary: one copy
   - o Educational Resources Information Center (ERIC): two copies
   - o Education Research Library: two copies

   (One copy of non-print or multimedia products will be available in the Technology Resources Center.)

C. Education Research Library

The Education Research Library is responsible for:

1. Cataloging and retaining OERI final reports and products for two years after release (subsequent availability will be through ERIC). The Library will permanently retain final reports not available through ERIC.

D. Technology Resources Center

The Technology Resources Center is responsible for:

1. Retaining OERI non-print or multimedia products.

2. Demonstrating upon request any non-print or multimedia products.

E. Program Offices

The OERI program offices are responsible for:

1. Designating a Program Representative who will collect products generated by the staff of the respective program area (products not prepared by an OERI contractor or grantee) and forward them to the AO.

V. PROCEDURES

A. Distribution of final reports and products of OERI-funded contracts and grants.

The COTR, upon approving a final report or product will:

1. Forward five (5) copies of the approved final report or product to the AO.

B. Distribution of products generated within OERI program areas.

The program area's designated Program Representative, upon release of a product by the Assistant Secretary, will:

1. Forward five (5) copies of the product, together with the notice releasing the product, to the AO.

C. Acknowledgment

The AO will acknowledge the receipt of all OERI final reports and products by:

1. Sending an "ERIC Reply Card" to the COTR or author for all OERI final reports and products submitted to ERIC through the AO (Attachment A).

2. Sending a completed "Single Frame Resume" to the COTR or author for all OERI final reports and products submitted to ERIC through the AO (Attachment B).

3. Sending a microfiche copy to the COTR or author for all OERI final reports and products submitted to ERIC through the AO.

4. Announcing the availability of all OERI final reports and products in the "Recent Acquisitions" list for the Education Research Library (Attachment C).

ATTACHMENT A

ERIC PROCESSING AND REFERENCE FACILITY
OPERATED FOR THE U.S. DEPARTMENT OF EDUCATION
by ORI, Inc., Information Systems
4350 EAST-WEST HIGHWAY, SUITE 1100
BETHESDA, MARYLAND 20814-4475

[PROJECT OFFICER'S NAME]
Office of Educational Research
and Improvement
555 New Jersey Ave, NW
Washington, DC 20208

FRONT

ERIC REPLY CARD

DOCUMENT TITLE: _____

_____

DISPOSITION OF DOCUMENT:

Selected for the _____ issue of RIE and

☐ is assigned document no. _____

☐ Not selected for RIE.

_____

_____

CLEARINGHOUSE NAME: _____

Date: _____

HAVE YOU ENTERED YOUR CORRECT RETURN ADDRESS ON THE FRONT OF THIS CARD?

BACK

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ATTACHMENT B

ATTACHMENT B

ERIC Ready Reference #3
Revised March 1984

SAMPLE RIE RESUME

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date Published.

Contract or Grant Number.

Alternate source for obtaining document.

Language of Document—documents written entirely in English are not designated, although "English" is carried in their computerized records.

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

ERIC Document Reproduction Service (EDRS) Availability—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

ED 654 321 CE 123 456

Smith, John D. *Johnson, Jane*

Career Planning for Women.

Central Univ., Chicago, IL.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No. — CU-2081-S

Pub Date — May 83

Contract— NIE-C-83-0001

Note — 129p.; Paper presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1983).

Available from—Campus Bookstore, 123 College Ave., Chicago, IL 60690 ($3.25).

Language—English, French

Pub Type— Speeches/Meeting Papers (150)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors — Career Guidance,* Career Planning, Careers, *Demand Occupations, *Employed Women, *Employment Opportunities, Females, Labor Force, Labor Market, *Labor Needs, Occupational Aspiration, Occupations

Identifiers — Consortium of States, *National Occupational Competency Testing Institute

Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1980 and 1990, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (SB)

Clearinghouse Accession Number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms found in the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the *Thesaurus*. Only the major terms, preceded by an asterisk, are printed in the subject index.

Informative Abstract.

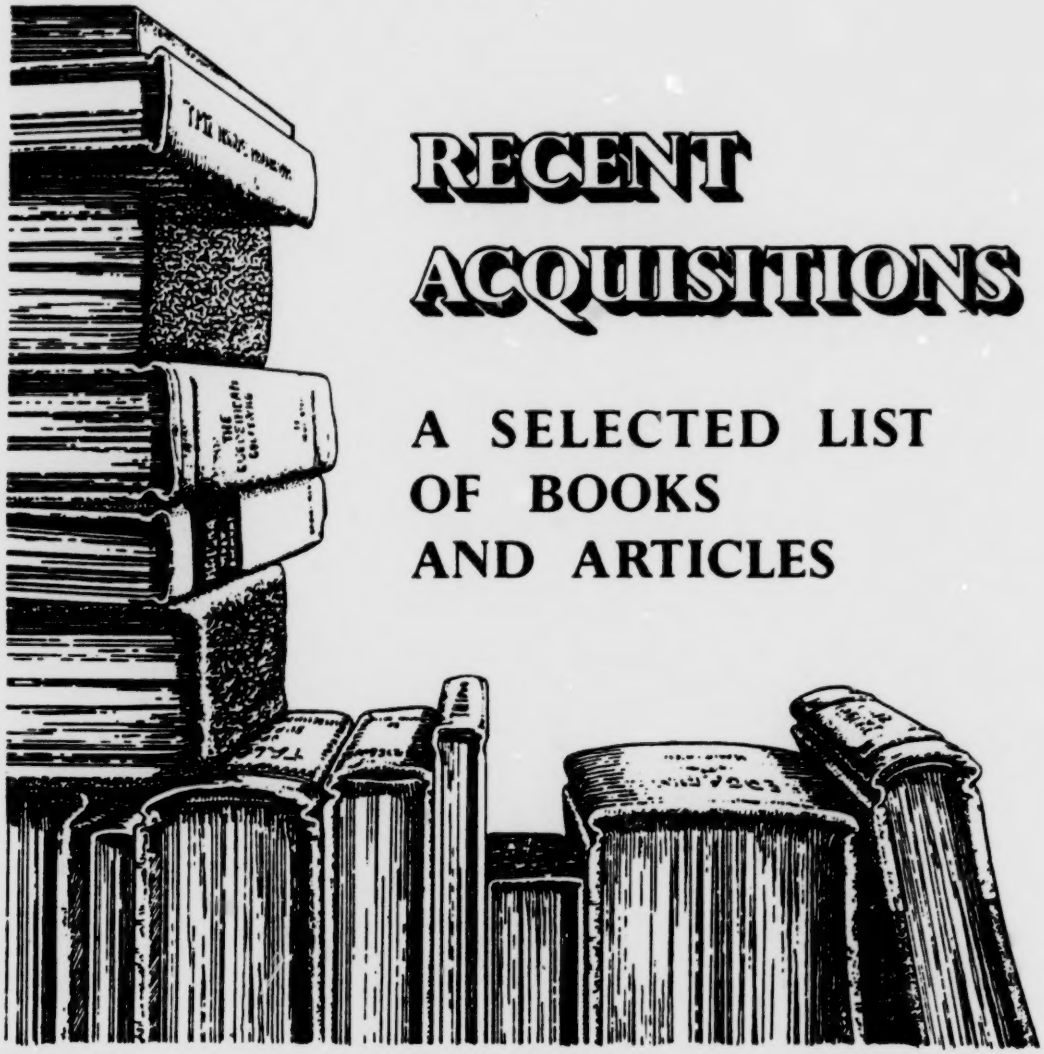
Abstractor's Initials.

BEST COPY AVAILABLE

ATTACHMENT C

FEBRUARY/MARCH 1988

PLEASE POST / CIRCULATE



RECENT ACQUISITIONS

A SELECTED LIST OF BOOKS AND ARTICLES

U.S. DEPARTMENT OF EDUCATION
RESEARCH LIBRARY

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MEMORANDUM

TO : Clearinghouse Directors DATE : May 10, 1988

FROM : Bob Stonehill RMS

SUBJECT : Monthly and Quarterly Reporting

Monthly Reporting

The revised format for online monthly reporting of ERIC Clearinghouse statistics is attached. Thank you (especially HE) for your thoughtful review and comments on the earlier versions.

The form must be completed for each month beginning with January, 1988. The "back" data can be given to us online, on a Lotus spreadsheet diskette, or in paper copy--please speak to Jim Prevel about your own situation. While we realize that data from the first months of the reporting period have to be reconstructed, and may not be as accurate as we would like, please do your best.

Beginning with the May 1988 report, you should transmit the monthly report to us online, using the procedures that Jim Prevel has developed. Those of you who have not run a test transmission should arrange one a.s.a.p.

In response to the earlier version of the monthly reporting form, CH staff suggested some revisions and asked for clarification of some items. Our responses are given below.

One significant overall change was made:

- Percent columns were dropped from the reporting form. Central ERIC staff can calculate percentages, as required, in-house.

Specific sections of the form were revised as follows:

STAFF -- no significant changes were made.

ACQUISITIONS -- "Journal Issues Received by CH" was dropped.

PROCESSING FOR ERIC DATABASE -- (Note: the section on Documents in Process requires a count of the size of the pool of such documents in any given month; therefore, it is appropriate that the same document(s) may be in the pool for several months and should be counted as long as it remains "in process.") Some revisions in the CIJE category were made:

- "Journal Issues in Process" was changed to "Journal Articles in Process."
- A new line was added -- "Journal Issues Received But Not Processed." The purpose of this category is to assess backlog.

LEXICOGRAPHY -- "Vocabulary Review Group Activities" was dropped. Unlike other categories on this form, this item more reflected staff time spent on an activity rather than achievements of the CH. The first two items in this category are sufficient to track growth or changes in the ERIC vocabulary. Since we do not break out staff time spent on activities such as writing, editing, document review, etc., specifically tracking vocabulary review group activities seems unnecessary.

REFERENCE RESPONSES -- (Note: this category refers to non-administrative, i.e. subject area or ERIC system information, requests, regardless of source. E.g. a Central ERIC request for documents on "Helping Parents Help Their Children" would count as a reference request; a Central ERIC request for comments on the monthly reporting form would not.) Several revisions were made:

- A new category of "Electronic Mail Inquiries" was added.
- The category of "Visitor Inquiries..." was shortened to merely reflect the number of CH visitors. A similar item was removed from the DISSEMINATION section.
- Computer online and CD-ROM searches were put together as one category.
- "Inquiries in Process ..." was dropped.

ANALYSIS OF REFERENCE RESPONSES... -- title was shortened to "TYPE OF REQUEST."

ANALYSIS OF REQUEST BY TYPE OF USER... -- title was shortened to "ANALYSIS OF USERS."

- A journalist category was added to "Other Users."

DISSEMINATION ACTIVITIES -- several revisions were made:

- A new category was added to "Outreach" for Meetings/Conferences for Which Materials Were Provided.
- The categories under Distribution and Publishing were slightly revised for consistency; a new category for ERIC Systemwide Brochures was added to the Distribution section; the Total column was deleted.

Quarterly Reporting

In addition to the monthly statistical report, we are requiring a quarterly (rather than monthly) narrative report. The format for quarterly reporting is also attached. The quarterly report is designed to track specific publications, note highlights and problems, and enable us to follow the progress of other activities (e.g. special projects) not susceptible to monthly statistical reporting. Please note that these reports are to be relatively brief.

FINAL VERSION
May 10, 1988

Monthly Report Format

STAFF

Staff hours charged to contract _____

Staff hours contributed from other sources
(e.g., in-kind, revolving fund) _____

ACQUISITIONS

Solicitation Activities:

Specific Documents Requested By Title
(from authors, publishers, ERIC Facility, etc.) _____

New Acquisition Arrangements Established
(by formal, written agreement) _____

Receipts:

Documents Received
--Solicited (in response to request or
acquisition agreement) _____
--Unsolicited (not in response to a request) _____
--Transferred In (from other CH or Facility) _____

Total Docs Received: _____

Documents Not Retained
--Rejected (for any reason) _____
--Transferred Out (to other CH or Facility) _____

Total Docs Out: _____

PROCESSING FOR ERIC DATABASE

RIE:

Documents Submitted to Facility for RIE _____

Documents in Process (total at end of period, e.g.,
awaiting evaluation, release, processing) _____

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CIJE:

Journal Issues Processed and Submitted for CIJE (excluding journals from which no articles were selected)
--Comprehensively _____
--Selectively _____
--One-Shot Contributors _____

Total Issues Processed: _____

Journal Articles Submitted for CIJE _____

Journal Articles in Process (total at end of period not yet submitted to CIJE) _____

Journal Issues Received But Not Processed _____

LEXICOGRAPHY

New Descriptors Recommended _____

Changes to Existing Descriptors Recommended (e.g., scope notes, BT/NT/RT displays, deletions) _____

REFERENCE RESPONSES

Letter Inquires Responded To (record each letter as one item, even if it contains several questions) _____

Telephone Inquiries Responded To (record each telephone inquiry as one item) _____

Electronic Mail Inquiries Responded To (record each message as one item) _____

Visitors To CH _____

Total Inquiries Answered: _____

Searches Conducted for Users:

--Manual (using RIE & CIJE) _____
--Computer (online, CD/ROM, or both) _____

Total Searches _____

TYPE OF REQUEST (Requests may be assigned to multiple categories, as appropriate)

Request for Product(s) from this CH _____

Request for Specific Title(s) (non-CH publication) _____

Request for Subject-Specific Information _____

Request for Information About ERIC (brochures, etc.) _____

Request to be Put on Mailing List _____

Request to Use CH Resources (e.g. CD-ROM) _____

Request Referred Elsewhere _____

TOTAL RESPONSES _____

ANALYSIS OF USERS (Classify each request in the one best category)

Elementary/Secondary (includes preschool):

--Teachers (including other professionals, e.g. counselors, teacher aides) _____
--Principals, Administrators, etc. (school-based) _____
--Librarians _____
--Students _____
--Local Education Agency Central Office (including School Board members or staff, BOCES, etc.) _____

SUBTOTAL ELEMENTARY/SECONDARY: _____

Postsecondary:

--Professors/Researchers (including other academic professionals) _____
--Administrators _____
--Librarians _____
--Students _____

SUBTOTAL POSTSECONDARY: _____

Government Agencies:

--Federal _____
--State (including SEA's, State Board Members) _____
--Local (Do not include LEA; see above) _____
--Foreign _____

SUBTOTAL GOVERNMENT AGENCY: _____

Other Users:

--Librarians (not in schools or universities, e.g, public libraries) _____
--Journalists _____
--Other Professionals (not classified above, e.g. research firms, associations, businesses) _____
--Parents and General Public _____

SUBTOTAL OTHER USERS: _____
TOTAL USERS: _____

DISSEMINATION ACTIVITIES

Outreach:

--Meetings/Conferences/Workshops/Seminars Attended _____
--Presentations Made at Meetings _____
--Exhibits Presented at Meetings _____
--Meetings for Which Materials Were Provided _____

Distribution of Clearinghouse Publications:

	Number Sold	Number Distributed Free
--ERIC Digests	_____	_____
--Newsletters	_____	_____
--CH Publications (Major)	_____	_____
--CH Publications (Other)	_____	_____
--ERIC Systemwide Brochures	_____	_____
TOTAL	_____	_____

Publishing Activities (total number published in period):

--Newsletter Issues _____
--Journal Columns _____
--Journal Articles _____
--ERIC Digests _____
--Clearinghouse Publications (Major) _____
--Clearinghouse Publications (Other) _____

QUARTERLY NARRATIVE REPORT

A. MANAGEMENT.

1. Summary of Accomplishments and Highlights. (This section should include a summary of clearinghouse activities and achievements for the quarter, including deviations or changes from the approved statement of work, changes in titles of proposed products, new initiatives, etc.)

2. Staffing Table. (This table should give the name and title of each staff member, along with the number of hours charged to the contract during the reporting quarter.)

3. Upcoming Major Highlights (important events, visitors, etc.)

4. Problems Encountered or Anticipated.

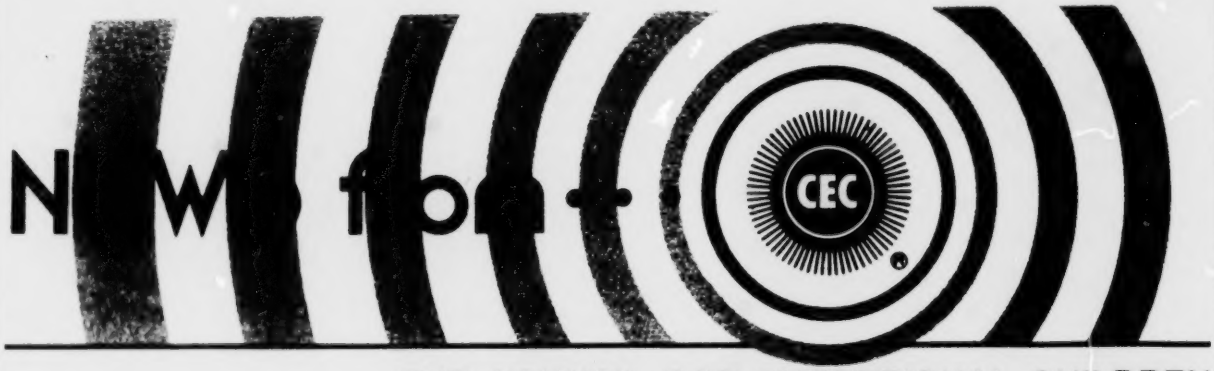
B. STATUS OF PROJECTS AND PUBLICATIONS. (This section should list each planned Clearinghouse publication by title, including Digests, trends-and-issues papers, monographs, and other publications. This section should also briefly report on the progress of special projects or initiatives.)

C. "CUTTING EDGE" TOPICS. (This section should identify and describe, in a paragraph or two, "hot" topics in the Clearinghouse scope, as identified through the literature, information requests, advisory board members, etc.)

D. ERIC PARTNERS. (This section should note any additions or deletions to the Clearinghouse's Partners, and highlight particularly noteworthy joint activities.)

E. COLLABORATIVE EFFORTS WITH REGIONAL EDUCATIONAL LABORATORIES, NATIONAL RESEARCH CENTERS, OR OTHER ED-FUNDED PROGRAMS. (This section should highlight activities, events, publications, etc., conducted jointly with other OERI or ED programs.)

ATTACHMENT 4



THE COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive · Reston VA 22091 · (703)620-3660

FOR IMMEDIATE RELEASE
June 20, 1988

Contact: Marty Byrne

CEC ANNOUNCES NEW FAX CAPABILITY

The Council for Exception Children is pleased to announce their new FAX capability. Through FAX transmission, CEC can send and receive information from anywhere in the world 24 hours a day. CEC's FAX number is:

(703) 264-9494

This service has been added to further improve the ease of communication with CEC. All members, business associates, and colleagues are invited to take advantage of this FAX capability.

For additional information contact The Council for Exceptional Children, Department of Administrative Services, 1920 Association Drive, Reston, VA 22091, (703) 620-3660; or simply dial (703) 264-9494 to "FAX" your document.

Roger K. Summit
President

INFORMATION SERVICES, INC.
3460 Hillview Avenue
Palo Alto, CA 94304
(415) 858-3777 TELEX 334499

July 11, 1988

W. T. Brandhorst
ERIC Processing & Reference Facility
4350 East-West Highway, E-W Towers, #1100
Bethesda, MD 20814

Dear Ted:

Some months ago Lockheed Corporation decided to explore the divestiture of DIALOG and engaged the investment banking firm of Goldman Sachs and Co. to assist in this process. The attached press release announces that Knight-Ridder, Inc. has agreed to purchase DIALOG.

Knight-Ridder management has indicated that DIALOG will continue to be operated by its present management as an autonomous activity, and that current operating policies will be continued without disruption. Furthermore, the commitment to high quality service and broad database coverage you have come to expect from Dialog is fully supported by Knight-Ridder. Let me speak for the DIALOG management and employees in expressing our enthusiasm and support for the outcome of this process.

Thank you for bearing with us through this period of transition. I personally value the trust you have placed in DIALOG through your continuing affiliation and look forward to the upcoming years of growth and opportunity we can anticipate together.

Sincerely yours,

Roger K. Summit

RKS:cjb

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Enclosure

KNIGHT-RIDDER
NEWS RELEASE

MIAMI, July 11, 1988 --- Knight-Ridder, Inc. today announced it has agreed to purchase Dialog Information Services, Inc. from Lockheed Corp. for $353 million. The acquisition is expected to be completed in the third quarter.

Dialog is the world's most extensive electronic information retrieval company. It offers data from over 320 data bases for access by more than 91,000 subscribers in 86 countries. For the year ending 1987, Dialog had revenues of $98.1 million and income of $9.2 million.

In announcing the transaction, Knight-Ridder President and CEO James K. Batten said, "The acquisition of Dialog represents a significant increase in Knight-Ridder's commitment to electronic information services. This doubles the size of our rapidly expanding Business Information Services Division and positions us to participate in a major way in one of the world's fastest-growing industries.

"We are particularly pleased to be able to add a company of such high quality as Dialog to our operations. Dr. Roger Summit, the president of Dialog, is recognized as the founder of the electronic information retrieval industry. His leadership has been a major factor in the successful development of this industry. We greatly look forward to working closely with him in the years to come.

David K. Ray, president of Knight-Ridder's Business Information Services Division, said, "This is a wonderful addition to our operations. Dialog has been a pioneer in the electronic information business and is an industry leader in terms of number of customers, revenue, size, breadth and depth of data base, geographic scope, range of products and services, quality of service, training and documentation, reputation, length of service and industry position. The Dialog software system is widely accepted as the standard of excellence of the online storage and retrieval industry.

"Through Vu/Text," Ray said, "Knight-Ridder already has an active presence in the electronic information business. Combining certain Vu/Text and Dialog activities will provide economies of scale and more extensive services domestically and internationally in networking, marketing and electronic storage of information. Files from Knight-Ridder's newspapers, including The Journal of Commerce, as well as the KNT Wire and Knight-Ridder Financial News, which are currently available only on Vu/Text, will enhance Dialog's service."

- more -

Dialog began in 1963 as a research and development program of Lockheed's Information Sciences Laboratory. It was established to develop the knowledge and practical techniques for Space Age information handling. The Lockheed group, headed by Dr. Summit, had developed the Dialog system by 1965. Lockheed began offering Dialog as a commercial service in 1972 providing online interactive access to data bases for subscribers using a terminal in their offices.

Dialog has grown in a number of ways. The company has its own international communications network, called DialNet, which began with connections to Japan and Great Britain in the early 1980s and expanded to major U.S. cities in 1984. It now serves 53 cities in North America plus London and Tokyo. Dialog also provides an electronic mail service, DialMail; Dialog OnDisc, a CD ROM product utilizing a PC version of the Dialog search software; OneSearch, a global search capability, and the ability to display, store and transmit trademark images to personal computers.

Knight-Ridder publishes 30 daily newspapers, owns and operates eight network television stations and is engaged in cable television operations, newsprint production and business information services. Knight-Ridder's rapidly growing Business Information Services Division, including its international operation, Unicom, offers a wide variety of information products, including Commodity News Services, MoneyCenter, Tradecenter, Dataquote, Commodity Research Bureau, Commodity Perspective, The Journal of Commerce, PIERS, RATES/Transax and Vu/Text. Knight-Ridder's various information services reach nearly 100 million people around the world every day. In 1987 Knight-Ridder's revenues were $2.1 billion.

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For more information call Frank N. Hawkins, Jr. at 305-376-3838 (home 305-667-2006) or Lee Ann Schlatter at 305-376-3839 (home 305-666-6764).

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ATTACHMENT 6

SilverPlatter®

April 1988

To: Purchasers of SilverPlatter's ERIC archival CD-ROMs

Subject: New ERIC archival CD-ROMs replace old version

SilverPlatter is very pleased to be able to distribute a new version of the ERIC archival CD-ROMs to all who have purchased them. The two CD's include both CIJE and RIE, 1966-1982.

Although SilverPlatter is replacing the original version free of charge, **you are required to return the two CD's numbered SP-002-004 and SP-002-005 in the enclosed self-addressed envelope for appropriate credit to your account. This will maintain your eligibility for updates to software, database discs, and hotline. Thank you.**

The revised archival CDs, numbered SP-002-011 and SP-002-012, feature the following:

- High Sierra format
- interactive tutorial which is supported by Release 1.4 software which was recently distributed
- miscellaneous improvements to the data which were also implemented on the quarterly updated current discs:

1. Major Descriptors are no longer repeated in two fields. Search strategy has not changed.

2. Major Identifiers are no longer repeated in two fields. Search strategy has not changed.

To search Major Descriptors specify "in dem" after the search term.
To search Major Identifiers specify "in idm" after the search term.

To use these new ERIC Archival CD-ROMs: No software is included in this shipment because it is not necessary to rerun SETUP. If you have already installed Release 1.4, the new discs will work with your existing installation. If, however, you wish to change the tutorial option chosen during SETUP of Release 1.4, you will need to run RECONFIG using the R.1.4 Setup diskette. See Chapter 9 of the *Installation Guide*.

If you have any comments or questions, please call our customer support number (800) 343-0064.

SilverPlatter Information, Inc., 37 Walnut Street, Wellesley Hills, MA 02181 / 617-239-0306 / FAX: 617-235-1715
SilverPlatter Information, Ltd., 10 Barley Mow Passage, Chiswick, London, W4 4PH, England / 01-995-8242 / FAX: 01-994-1533

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KIDSNET

The Computerized Clearinghouse for Children's Television, Radio, Audio and Video
6856 Eastern Avenue, NW, Suite 208, Washington, DC 20012 (202) 291-1400

January, 1988

NEWSLETTER

a special edition for

BLACK HISTORY MONTH

Dear Colleague:

In the fall of 1987 we received funding from the Ford Foundation to support additional resources for the KIDSNET database of programming targeted to and about minority youth. We are pleased to have this opportunity to share this timely information which is appropriate for educators and broadcasters who are seeking programs for Black History Month. This material is just a sample from one of the 140 KIDSNET curriculum areas from which programming selections can be made. We hope that you find this publication to be useful. Let us hear from you.

Karen W. Jaffe
Executive Director, KIDSNET

From KIDSNET Subscribers...

"KIDSNET has been very effective for me personally, and I've used it to help me run various workshops. Last summer I conducted a workshop to help motivate young adults to read using television as a source. KIDSNET provided a tremendous amount of research for me. They found various programs, along with their titles, lengths and times. The workshop proved to be a great success...I let the librarians know what programs are available. For example, I have informed them about "Sharing Traditions--Five Black Artists in the Nineteenth Century," which is a program that we (ITV) will air in February in preparation for an exhibit that will be held at the Virginia Museum in March."

Linda Bendall, ITV Coordinator
Richmond Public Schools, Richmond, Virginia

"We use it (KIDSNET) to answer an occasional reference question, and sometimes questions from other libraries. For example, there was a listing in the newspapers of a CBS STORYBREAK program for Saturday, December 5. They didn't list the actual name of the program, just STORYBREAK. We used KIDSNET to help us find out the name of the program...I use the KIDSNET Calendar a lot. I go through the different sections such as the Awards and Books and Publications to help me order things for the Library."

Michele Lauer-Bader, Children's Librarian
Patchogue-Medford Library, Patchogue, New York

"KIDSNET keeps me informed of all the upcoming events, programs, awards, everything. The radio information is especially helpful to me, because we have our own radio station at the school. KIDSNET keeps me tuned in, and I have to make sure I'm tuned in because I'm teaching communications. The Magnet will be dealing with all media: print, radio, and television. For Black History Month, we're going to focus on National Public Radio's "The Prolonged Dream" in January. Also, I'm going to watch several programs such as "Blacks and the Constitution," "Eye on the Prize," "Ethnic Notions," and "Gordon Parks: Moments Without Proper Names" on PBS. This program is especially important for children learning about communications because Gordon Parks is a well-known photographer and writer."

Susan Michal, Communication Arts Magnet/Forest Knolls Elementary
Montgomery County, Maryland

FOR IMMEDIATE RELEASE

KIDSNET NEWS SERVICES DEBUT ON ALANET

Beginning April 1988, two key news services on children's TV and radio programming from KIDSNET, the premier database and clearinghouse on children's TV and radio programming will appear as electronic newsletters on ALANET, the American Library Association's electronic information service. The KIDSNET Future Bulletin and KIDSNET Calendar are invaluable sources of timely information on upcoming programs, events, publications, and other developments in children's broadcasting.

The Future Bulletin provides details on scheduled programming on all major networks, including broadcast TV, cable TV, and public radio stations. Program schedule information is accompanied by notes on content, broadcast history, and availability of study guides and informational materials. Programs in development for future seasons are also covered. This timely program alert will help teachers, librarians, and parents maximize their use of the broadcast media for classroom instruction, media center programming, and home video viewing.

The Calendar covers a wide range of activities in the industry, from awards, grants and conferences to off-air taping rights and notes on new technology projects and products. This news source assists educators and media specialists in keeping abreast of major issues and resources in this dynamic and ever-growing field.

In addition to these current news services, KIDSNET maintains both active and archival databases of detailed information on over 25,000 programs available on the air and on cassette for use by schools, libraries, and hospitals, and other nonprofit organizations. The active database includes programs currently on public, commercial, cable, and syndicated radio and TV stations. It also lists prime time programs including documentaries, specials, and mini-series relevant to and appropriate for children and young adults, along with home video titles. KIDSNET lists programs by curriculum area and grade level, including information on the availability of ancillary materials (guides, scripts, and bibliographies), as well as references to original literary works (books, plays, and short stories).

ALANET supports electronic mail access to KIDSNET's services, and is the exclusive source for the KIDSNET Calendar and KIDSNET Future Bulletin in electronic form. The newsletters are available to full-service ALANET subscribers, as are on-demand searches of the KIDSNET databases.

For more information, contact Rob Carlson, Deputy ALANET System Manager at 1-800-545-2433 (in Illinois, 1-800-545-2444; in Canada, 1-800-545-2455), or on ALANET at ALA0006. For information on KIDSNET, contact Karen W. Jaffe, Executive Director, at 202-291-1400, or on ALANET at KDS001.

HISTORICAL BACKGROUND: National Afro-American History Month, then called Negro History Week, was initiated in 1926 by Dr. Carter G. Woodson, who founded the Association for the Study of Afro-American Life and History, Inc. "The celebration of Negro History Week is something new. Believing that the people throughout the country where thus interested, we communicated with outstanding men and women of the race who encouraged the effort in every way possible. Carrying the word to their constituents, they soon made it a matter of common knowledge that the second week in February would be generally observed as the occasion for directing attention to the achievements of the Negro...Since 1926 Negro History Week has developed and expanded far beyond the expectations of the days of this second decade...Curriculum guidelines, library books and evaluation procedures have been developed in colleges, centers, academies, and elementary and high schools." [1] Today, throughout the month of February, elementary and secondary schools, colleges and universities, churches, civic and social organizations and the media, both print and electronic, highlight the achievements and contributions made by Afro-Americans. The following Sections provide an overview of broadcast and non-broadcast programming on commercial, cable, and public broadcasting stations throughout the month of February and afterward. Additional electronic resources are listed for use by education and media professionals throughout the year.

[1] Editorial from the Negro History Bulletin, Volume 35, No. 2. Published February, 1972.

SECTION: I BROADCAST

ABC

Title: THE WOMEN OF BREWSTER PLACE

In Development, 1988

The dramatic story of seven black women coping with racism, sexism and violence on Chicago's South Side. The cast includes Oprah Winfrey, Alfre Woodward, Debbie Allen, Phylicia Rashad, Shari Belafonte-Harper, Pam Grier and Lonette McKee. Based on the book of the same name by Gloria Naylor.

Title: ROOTS CHRISTMAS

In Development for 1988

A special Christmas film from a story by Alex Haley, bringing together again the characters from the successful mini-series "Roots". In the turbulent days before the Civil War, the family of Kunta Kinte and Chicken George fights to bring a group of slaves the gift of freedom.

CBN

Title: CELEBRITY CHEFS

Tuesday, February 16, 10:30-11:00 p.m.

Cab Calloway, the legendary bandleader from Harlem's Golden Age, will appear as a guest star. The Rochester, New York native was a singer, dancer, musician and composer who livened his revues with white tails, banter, and flamboyant dance routines when he was bandleader at New York's famed Cotton Club in the 1930s and 1940s. He was the inspiration for the character "Sportin Life" in George Gershwin's folk opera "Porgy and Bess" and played the role in the 1950 revival that ran on Broadway for two years.

THE DISCOVERY CHANNEL

Title: JAZZ IN THE MAGIC CITY
Monday, February 15, 10:30-11:00 p.m.
Friday, February 19, 2:30-3:00 a.m.
Saturday, February 20, 2:30-3:00 p.m.
A profile of jazz great John T. "Fess" Whatley, credited with founding the music program in the Birmingham public schools, he taught and influenced many successful international jazz musicians.

Title: ERNIE ANDREWS – BLUES FOR CENTRAL AVENUE
Wednesday, February 24, 6:00-7:00 p.m.
Thursday, February 25, 12:00-1:00 p.m.
Profiles black entertainment during the 1940s and 1950s in Los Angeles – the long overlooked hotbed of jazz entertainment that flourished amid racial segregation.

"Booker" on The Disney Channel

THE DISNEY CHANNEL

Title: CHARLOTTE FORTEN'S MISSION
February 2, 1988, 9:00-11:00 p.m.
Melba Moore and Moses Gunn star in this biography of a young black teacher from the North who assists newly freed blacks in establishing a community and a school on an island off the coast of South Carolina. Ned Beatty and Moses Gunn co-star. Companion reading: "I Charlotte Forten, Black and Free" by Polly Longworth.

SANDBURG'S LINCOLN
Sunday, February 7, 9:00-10:00
Hal Holbrook received an Emmy award for his portrayal of the sixteenth president of the United States, Abraham Lincoln in this dramatic presentation. Adapted from Carl Sandburg's Pulitzer Prize-winning biography. One-hour preview of an upcoming six-part series.

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AND THE CHILDREN SHALL LEAD

Tuesday, February 9, 1988, 9:00-10:00 p.m.

Drama unfolds as the children of a small town teach their parents how to get along amid racial tensions surrounding the Civil Rights movement of the 1960s. Levar Burton, Danny Glover and Denise Nicols star.

Title: BOOKER

Tuesday, February 9, 1988, 10:00-11:00 p.m.

This biography, part of the first PBS and Disney WONDERWORKS season, is based on the events surrounding Booker T. Washington's struggle from slavery to becoming a famous educator and advisor to three United States presidents. Starring Levar Burton and Shelley Duvall. The critically acclaimed "Booker" was the recipient of awrds from the Writers Guild of America, Youth in Film, Houston International Film Festival, American Film, Festival, National Education Film Festival and the Black Filmmakers Hall of Fame. Companion reading: "Up From Slavery" by Booker T. Washington.

Title: SOUNDER

Tuesday, February 16, 1988, 9:00-11:00 p.m.

Cicely Tyson, Paul Winfield and Kevin Hooks star in the story of a family of black sharecroppers in rural Louisiana during the depression. Companion reading: "Sounder" by William Howard Armstrong.

Title: SOLOMAN NORTHUP'S ODYSSEY

Tuesday, February 23, 1988, 9:00-11:00 p.m.

Avery Brooks, Art Evans, and Joe Seneca star in the story of a black man who gains freedom from slavery after the Civil War only to be recaptured again.

THE LEARNING CHANNEL

Title: MARTIN LUTHER KING JR.

Monday, February 8, 1988, 9:00-9:30 p.m.

Tuesday, February 9, 1988, 11:00-11:30 a.m.

A documentary tracing the life of Dr. Martin Luther King, Jr. through documentary footage and interviews with Coretta Scott King and close friends.

Title: WOMEN OF THE CIVIL RIGHTS MOVEMENT

Sunday, February 14, 8:00-9:00 p.m.

Tuesday, February 16, 11:00 a.m. - 12:00 noon

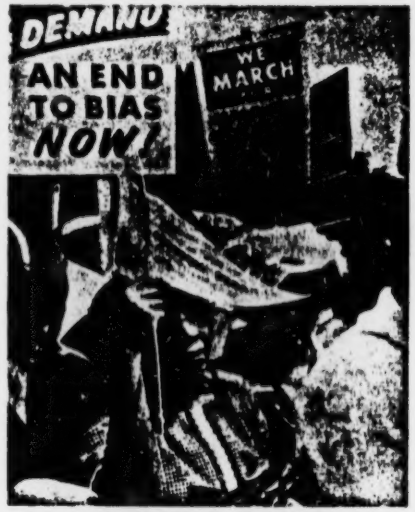
A look at the women who have struggled and sacrificed for the cause of Civil Rights in America.

NBC

Title: UNTITLED: TRIBUTE TO MARTIN LUTHER KING, JR.

In Development

On the 20th anniversary of the assassination of Dr. Martin Luther King, Harry Belafonte brings an inspirational story which looks at the impact of King's nonviolent philosophies on those who remember him and those too young to remember.



"Eyes on the Prize" on PBS

PBS

(Check local listings, subject to change)

Title: EYES ON THE PRIZE (Repeat)

AWAKENINGS: Monday,January 25, 1988, 9:00-10:00 p.m.
FIGHTING BACK: Monday, February 1, 1988, 9:00-10:00 p.m.
AIN'T SCARED OF YOUR JAILS: Monday, February 8, 1988, 9:00-10:00 p.m.
NO EASY WALK: Monday, February 15, 1988, 9:00-10:00 p.m.
MISSISSIPPI: IS THIS AMERICA?: Monday, February 22, 1988, 9:00-10:00 p.m.
A BRIDGE TO FREEDOM: Thursday, February 25, 1988, 9:00-10:00 p.m.

This six-part award-winning documentary series, narrated by Julian Bond, details the spirit, stories and events of the Civil Rights struggle in America between 1954 and 1965. Each program focuses on an event or series of events, critical to the understanding of the overall progress of the Civil Rights movement. The series combines film footage from the 1950s and 1960s with contemporary interviews with more than 100 participants on all sides of the Civil Rights struggle. The producers are now developing a continuation of the series, including a new companion volume. Closed Captioned. (See non-broadcast section for listing of additional resource materials.)

Title: ETHNIC NOTIONS: PORTRAITS OF PREJUDICE

Monday, February 1, 1988, 10:00-11:00 p.m.

Takes the viewer through a disturbing voyage through American history, tracing the deeply rooted stereotypes that have fueled anti-black prejudice in the United States. ETHNIC NOTIONS examines specific stereotypes in detail through minstrel shows, greeting cards, advertisements, popular songs, cartoons, films and household artifacts. The program provides an understanding through an examination of more than 100 years of racial stereotyping, from before the Civil War to the Civil Rights era of the 1960's. Narrated by actress Ester Rolle. Closed Captioned.

Title: TONY BROWN'S JOURNAL

Sundays, February 7 - February 28, 5:30-6:00 p.m.

(Continuing series, four special programs in February)

Tony Brown interviews several renowned black historians in a special block of programming for Black History Month called "The Ethnic History of Black America: Questions & Answers." Presentations include: "From Field to Factory," "Spirits that Sing," "The Black American Quiz," and "Has America Had Five Black Presidents?"

Title: VOICES & VISIONS: "LANGSTON HUGHES: THE DREAM KEEPER"

Tuesday, February 9, 1988, 10:00-11:00 p.m.

(Continuing series)

This prodigious writer achieved distinction in poetry, fiction, and drama, through his focus on the black experience. In this film through the use of archival footage, Hughes discusses the importance of the Harlem Renaissance of the 1920s to his artistic development. The late author James Baldwin discusses how the loneliness depicted in Hughes' work finally consumed him. Study guides are available for the series by writing to Kendall/Hunt Publishing Co., 2460 Kerper Boulevard, Dubuque, Iowa 52001. Cost: $15.95. For telecourse information contact the Annenberg/CPB Project, 1111 16th Street, NW Washington, DC 20036.

Title: WONDERWORKS: "MIGHTY PAWNS"

Saturday, February 13, 1988, 8:00-9:00 p.m.

In an inner-city junior high school, four students are encouraged by their young, idealistic teacher, to stay off the streets and rechannel their energies using alternative weapons – chessboards and chessmen. The students learn that with discipline and dedication, they too can win. Starring Alfonso Ribeiro, Deserta Jackson and Paul Winfield. Closed Captioned.

Title: ALBERTA HUNTER: MY CASTLE'S ROCKIN

Monday, February 15, 1988, 10:00-11:00 p.m.

This documentary follows the career of noted jazz singer Alberta Hunter from her remarkable start in 1907, through her heydey in the 1920s and 1930s, to her comeback in the 1970s. Through interviews conducted between 1975 and 1984, Hunter tells the story of how she worked her way from singing for meager wages at local jazz clubs in Chicago to traveling around the globe with some of the world's most renowned jazz musicians. This portrait of Hunter uses rare film footage, stills, classic recordings, and remembrances from friends and associates. Closed captioned.

Title: TWO DOLLARS AND A DREAM

Monday, February 22, 1988, 10:00-11:00 p.m.

Documentary based on the biography of Madame C.J. Walker, America's first self-made millionairess, and her daughter, A'Lelia Walker, black America's patron of the Harlem Renaissance. This film tells the story of how Madame Walker, the child of slaves freed by the Civil War, built a million-dollar company specializing in hair and skin care products for black Americans. The film is the story of two remarkable women, but it is also the story of black America from 1867, the year of Madame Walker's birth, to 1933, the year of her daughter's death. Closed Captioned.

Title: GORDON PARKS: MOMENTS WITHOUT PROPER NAMES

Monday, February 29, 10:00-11:00 p.m.

This one-hour documentary provides an intimate portrait of the life and career of photographer, writer, director, and composer Gordon Parks. For 20 years, 1948-1968, Parks was a photographer for Life magazine. In 1968, he became the first black to direct a major motion picture, "The Learning Tree," based on his autobiography. This film features a diverse collection of Parks' prize-winning photographs and includes news and documentary footage tracing major events in his life. Closed Captioned.

Title: BLACKS AND THE CONSTITUTION

Check local listings

This program examines the historical treatment of blacks with regard to the U.S. Constitution. The issue is discussed by a panel of experts, including Tyrone Brown, attorney and former FCC Commissioner; Robert L. Woodson, president of the National Center for Neighborhood Enterprises; and Edwin Dorn, deputy director of the Joint Center for Political Studies. NBC News correspondent Norma Quarles is panel moderator, while former state senator Julian Bond makes the introductory and concluding remarks.

Title: ADAM CLAYTON POWELL, JR.

In Development/Production, 1989

One-hour portrait of this complex political and religious leader who was at the center of black political and religious life for more than 40 years, and who, during much of that time, was considered one of the most visible symbols of the struggle for the rights of black people.

WTBS

Title: BLACK HISTORY SPECIAL: THE ACHIEVERS

Friday, February 5, 10:05-11:05 p.m.

This program focuses on individuals who represent a wide variety of occupations, many having been "firsts" in their field. Hosted by TBS Vice President of Public Affairs, Xernona Clayton, the special profiles The Honorable Willie Brown, Speaker of the California State Assembly; Billy James Parrott, producer-writer-director of television and film; Cheryl Glass, the first Black female professional automobile racer to race in the Indianapolis 500; Commander Chancellor A. Tzomes, Operations Officer, US Submarine Force in the Pacific, Pearl Harbor; and Katherine Dunham, Choreographer-Educator and founder of the Ballet Negre and the Dunham School of Arts and Research.

Title: BLACK HISTORY MINUTES

PSAs, Check local listings

"Black History Minutes" are one-minute segments that will run each day in February, exploring a particular facet of information in Black History. Presenters include professional tennis player Arthur Ashe, Burrell Advertising President Thomas Burrell, United Negro College Fund President, Christopher Edley, entertainer Lola Falana, National Education Association President Mary H. Futrell, boxing promoter Don King, jazz musician Wynton Marsalis, Olympic Champion Wilma Rudolph, television sportscaster Ahmad Rashad, actress Phylicia Rashad and many more.

SECTION II: NON-BROADCAST VIDEO

Title: "EYES ON THE PRIZE" (Also airing on PBS January/February, 1988)
Target Level: HIGH SCHOOL
Series Format: DOCUMENTARY
Program length: 060 MIN
No. of Programs: 006
Production Year: 1986
Program Titles: "AWAKENINGS," "FIGHTING BACK", "AIN'T SCARED OF YOUR JAILS," "NO EASY WALK," "MISSISSIPPI: IS THIS AMERICA?," AND "A BRIDGE TO FREEDOM"
Audiovisual/non-broadcast rights:
Distributor: PBS VIDEO 1320 BRADDOCK PLACE, ALEXANDRIA, VA 22314
Awards: BANFF AND BURBAN INTERNATIONAL FILM FESTIVALS, EDWARD R. MURROW BROTHERHOOD AWARD, AND NATIONAL ASSOCIATION OF BETTER BROADCASTERS
Synopses: See Section I: Broadcast - PBS. This series is a television course licensed by the PBS Adult Learning Service, 1320 Braddock Place, Alexandria, Virginia 22314. The 300-page companion book distributed by Viking Penguin, Inc., 40 West 23rd Street, NY, NY, 10010. Additional resources: Williams, Juan. EYES ON THE PRIZE. East Rutherford, NJ: Viking Penguin, Inc., 1987. Hardcover; Carson/Garrow ETA. EYES ON THE PRIZE. East Rutherford, NJ: Viking Penguin, Inc. 1987. Reader/Study Guide.

Title: "NONVIOLENCE: THE BUILDING BLOCKS OF CHARACTER"
Target Level: AGES 5-10 (ELEMENTARY SCHOOL)
Series Format: ANIMATION
Program Length: 009 MIN
Production Year: 1986
Special Needs: MULTI-ETHNIC
Technical Formats: 1/2" VHS
Audiovisual/non-broadcast rights:
Distributor: MARTIN LUTHER KING, JR. CENTER, 449 AUBURN AVENUE, N.E., ATLANTA, GA 30312
Synopses: An original King Center Production featuring Ms. Yolanda King, Dr. and Mrs. King's oldest child. Through narration by Ms. King, and superb animation, Dr. King's philosophy of nonviolence is communicated to ages five through ten via terms like honesty, humility, courage and cooperation.

Title: "THE 'I HAVE A DREAM' SPEECH"
Target Level: ELEMENTARY - HIGH SCHOOL
Series Format: DOCUMENTARY
Program Length: 017 MIN
Special Needs: MULTI-ETHNIC
Technical Formats: 1/2" VHS
Audiovisual/non-broadcast rights:
Distributor: MARTIN LUTHER KING, JR. CENTER, 449 AUBURN AVENUE, N.E. ATLANTA, GA 30312
Synopses: The original video of the historic speech delivered by Dr. King in Washington, D.C. on August 28, 1963. It consists of the most complete collection of footage available of that event as well as other historic footage directly related to Dr. King's delivery.

Title: "THE EYE OF THE STORM"
Target Level: JUNIOR HIGH - HIGH SCHOOL
Series Format: DOCUMENTARY
Program Length: 25 MIN
Production Year: 1970
Production Co: ABC NEWS
Special Needs: MULTI-ETHNIC
Technical Formats: 1/2" VHS AND BETA II
Awards: PEABODY, PRESIDENT'S CRIS STATUETTE AND COLUMBUS FILM FESTIVAL
Audiovisual/non-broadcast rights:
Distributor: GUIDANCE ASSOCIATES, COMMUNICATIONS PARK, BOX 3000, MOUNT KISCO, NY 10549-0900
Synopses: An examination of the realities of prejudice, as experienced in a dramatic classroom experiment conducted in a Midwest farm town.

Title: "THE AUTOBIOGRAPHY OF MISS JANE PITTMAN"
Target Level: INTERMEDIATE - HIGH SCHOOL
Series Format: DRAMA
Program Length: 110 MIN
Production Year: 1974
Special Needs: MULTI-ETHNIC
Technical Formats: 1/2" VHS AND BETA II
Audiovisual/non-broadcast rights:
Distributor: GUIDANCE ASSOCIATES, COMMUNICATIONS PARK, BOX 3000, MOUNT KISCO, NY 10549-0900
Synopses: Cicely Tyson's dramatic presentation, adapted from Ernest Gaines' novel about the life of a black Louisiana woman.

Title: "ROOTS"
Target Level: JUNIOR HIGH - HIGH SCHOOL
Series Format: DRAMA
Program Length: 090 MIN
No. of Programs: 006
Production Year: 1977
Special Needs: MULTI-ETHNIC
Technical Formats: 1/2" VHS AND BETA II
Audiovisual/non-broadcast rights:
Distributor: GUIDANCE ASSOCIATES, COMMUNICATIONS PARK, BOX 3000, MOUNT KISCO, NY 10549-0900
Synopses: Alex Haley's six-part panorama of America's past – from slavery to freedom with an all-star cast.

Title: "HAPPY BIRTHDAY DR. KING"
Target Level: ELEMENTARY - HIGH SCHOOL
Series Format: DOCUMENTARY
Program Length: 028 MIN
Production Year: 1986
Special Needs: MULTI-ETHNIC
Technical Formats: 1/2" VHS
Audiovisual/non-broadcast rights:
Distributor: MARTIN LUTHER KING, JR. CENTER, 449 AUBURN AVENUE, N.E., ATLANTA, GA 30312
Synopses: This production was originally designed for young people, ages 5 through 18 yet is recommended for general audiences. Contains original music, performances by Joan Armatrading, Wynton Marsalis, the Great American Mime Experiment, Barbara Sullivan and the renowned puppeter Willie Tyler & Lester. An informative production with sections narrated by Atlanta Mayor Andrew Young, Mrs. Coretta Scott King and others who knew Dr. King personally. This production toured the United States with the McDonalds exhibit entitled "His Light Still Shines."

Title: "FROM JUMPSTREET – A STORY OF BLACK MUSIC"
Target Level: JUNIOR HIGH - HIGH SCHOOL
Series Format: DOCUMENTARY
Program Length: 060 MIN
Production Year: 1979
Special Needs: MULTI-ETHNIC; VISION IMPAIRED
Technical Format: VIDEOCASSETTE AND AUDIOCASSETTE
Teacher's Guide: TELECOURSE GUIDE AVAILABLE. EDUCATIONAL ACTIVITIES, WETA-TV P.O. BOX 2626 WASHINGTON, DC 20013.
Audiovisual/non-broadcast rights:
Distributor: (13-PART VIDEO COURSE) EDUCATIONAL ACTIVITIES, WETA-TV P.O. BOX 2626 WASHINGTON, DC 20013.
Distributor: (10-PART AUDIO SERIES) NPR CUSTOMER SERVICE, P.O. BOX 55417 MADISON, WI 53705.
Synopses: A 13-part series focusing on the history and development of black American music from its origin in Africa to its influence in the American recording industry. Programs include: "West African Heritage"; "Gospel and Spirituals"; "Soul"; "Blues: Country to City"; "Rhythm and Blues"; "Early Jazz"; "The Jazz Vocalist"; "Jazz People"; "Black Music in Theatre and Film"; "Black Influence in the Recording Industry"; "Dance to the Music"; "Jazz Gets Blue" and "The Source of Soul".

Title: "OF BLACK AMERICA"
Target Level: JUNIOR HIGH - HIGH SCHOOL
Series Format: DOCUMENTARY; GRAPHICS. MAGAZINE.
Production Year: 1968
Production Co. : CBS NEWS
Special Needs: MULTI-ETHNIC
Technical Formats: VIDEOTAPE - 1/2" BETA I; 1/2" VHS; 3/4" U-MATIC; FILM - 16MM
Teachers Guide: Free: PHOENIX/BFA EDUCATIONAL MEDIA, 468 PARK AVE SOUTH, NEW YORK CITY, NY 10016
Audiovisual/non-broadcast rights:

Distributor: PHOENIX/BFA EDUCATIONAL MEDIA, 468 PARK AVE SOUTH, NEW YORK CITY, NY 10016
Synopses: "Of Black America" is an award-winning series containing five programs that explore the experience of being black in America with special emphasis on history, service in the military, sports, music, and the vestiges of slavery still operative in society. "THE BLACK SOLDIER" narrated by Bill Cosby, illustrates the history of black American participation in the armed services; "BLACK HISTORY: LOST, STOLEN, OR STRAYED," narrated by Bill Cosby, recognizes various important black historical figures in America that have contributed in all spheres of industry, science, and culture, despite the stereotypes perpetrated by racism; THE HERITAGE OF SLAVERY" examines the historical significance of slavery in America's development and attitudes which persist to present; BODY AND SOUL: BODY-PART I," with reporter Harry Reasoner, examines the role of sports in the black American experience; " BODY AND SOUL: SOUL-PART II" focuses on the life of Ray Charles; "JESSE JACKSON AND CAROLYN SHELTON: PUSHING FOR EXCELLENCE," introduces Jackson's programs which are being started in neighborhoods and schools around the U.S. and Shelton's principles for young women.

SECTION III: NON-BROADCAST/AUDIO

Title: "AFRO-AMERICAN CHILDREN'S SINGING GAMES"
Target Level: INTERMEDIATE - HIGH SCHOOL
Series Format: DOCUMENTARY; PERFORMANCE
Program Length: 030 MIN
Production Year: 1982
Special Needs: MULTI-ETHNIC; VISION IMPAIRED
Technical Formats: AUDIOCASSETTE; DISC 78
Audiovisual/non-broadcast rights:
Distributor: NPR CUSTOMER SERVICE, P.O. Box 818, NILES, MI 49120
Synopses: Traces the African/oral tradition of singing games, which are laced with intricate patterns of call- and-response and rhythm and rhyme.

Title: "BLACK SEMINOLES: A CELEBRATION OF SURVIVAL
Target Level: JUNIOR HIGH - HIGH SCHOOL
Series Format: DOCUMENTARY
Program Length: 030 MIN
Production Year: 1981
Production Co.: NPR
Special Needs: MULTI-ETHNIC; VISION IMPAIRED
Technical Formats: AUDIOCASSETTE; DISC 78
Audiovisual/non-broadcast rights:
Distributor: NPR CUSTOMER SERVICE, P.O. BOX 818, NILES, MI 49120
Synopses: Examines the unique heritage of two black Seminole tribes who meet to discuss tribal history, preserving their rich tradition and language, and problems in joining mainstream black America.

Title: AUDIO SKETCHES OF AMERICAN WRITERS: PART I: "LITERATURE OF THE BLACK EXPERIENCE"
Target Level: JUNIOR HIGH - HIGH SCHOOL
Series Format: DOCUMENTARY
Program Length: 045 MIN
Production Year: 1981
Special Needs: MULTI-ETHNIC; VISION IMPAIRED
Technical Format: AUDIOCASSETTE
Audiovisual/non-broadcast rights:
Distributor: NPR CUSTOMER SERVICE, P.O. BOX 55417, MADISON, WI 53705
Synopses: Insights into the black experience in America, from the deep South to New York City, from the Harlem Renaissance to yesterday. Includes W.E.B. Du Bois, Langston Hughes, Ralph Ellison, Alice Walker, Amiri Baraka (formerly Leroi Jones), and Richard Wright.

Title: "A CELEBRATION OF BLACK WOMEN IN LITERATURE: ALICE WALKER"
Target Level: JUNIOR HIGH - HIGH SCHOOL
Series Format: DOCUMENTARY
Program Length: 030 MIN
Production Year: 1980
Special Needs: MULTI-ETHNIC; VISION IMPAIRED
Technical Format: AUDIOCASSETTE
Audiovisual/non-broadcast rights:
Distributor: NPR CUSTOMER SERVICE, P.O. BOX 55417 MADISON, WI 53705
Synopses: Walker talks about her novel Meridian, the story of a woman's pilgrimage to free herself from the guilt of the past by working with the poor in the South during the 1960s.

Title: "LEGENDS"
Target Level: JUNIOR HIGH - HIGH SCHOOL
Series Format: DOCUMENTARY
Program Length: 030 MIN
Production Year: 1983
Special Needs: MULTI-ETHNIC; VISION IMPAIRED
Technical Format: AUDIOCASSETTE
Audiovisual/non-broadcast rights:
Distributor: NPR CUSTOMER SERVICE, P.O. BOX 55417 MADISON, WI 53705
Synopses: An exploration of ghost stories and traditional storytelling from the contemporary black perspective.

Title: "JAMES BALDWIN: THE VIEW FROM HERE"
Target Level: JUNIOR HIGH - HIGH SCHOOL
Series Format: DOCUMENTARY
Program Length: 060 MIN
Production Year: 1986
Special Needs: MULTI-ETHNIC; VISION IMPAIRED
Technical Format: AUDIOCASSETTE
Audiovisual/non-broadcast rights:
Distributor: NPR CUSTOMER SERVICE, P.O. BOX 55417 MADISON, WI 53705
Synopses: An aversion to history has always afflicted the American vision, says this esteemed author and Civil Rights activist. In an eloquent address, James Baldwin asserts that dangerous myths–of cowboys, Indians, communists, the simple-minded man as virtuous role model, and "noble savages transformed into happy darkies"–have created a system of ideas and thoughts which make reality hard to grasp. He then responds to questions about racism and about the image of black males in European and American communities.

Title: "PROFILE: NELSON AND WINNIE MANDELA"
Target Level: JUNIOR HIGH - HIGH SCHOOL
Series Format: DOCUMENTARY
Program Length: 030 MIN
Production Year: 1986
Special Needs: MULTI-ETHNIC; VISION IMPAIRED
Technical Format: AUDIOCASSETTE
Audiovisual/non-broadcast rights:
Distributor: NPR CUSTOMER SERVICE, P.O. BOX 55417 MADISON, WI 53705
Synopses: Nelson and Winnie Mandela have been in the forefront of the black South African's struggle for social, economic and political rights denied by the white minority government. The Mandelas' history since Nelson's imprisonment is revealed through interviews with American attorney Sam Dash, journalist Cal Thomas, biographers Mary Benson and Ann Benjamin, and friends who have shared the couple's fight against apartheid.

Title: "AN EVENING WITH FREDERICK DOUGLASS"
Target Level: JUNIOR HIGH - HIGH SCHOOL
Series Format: DRAMA
Program Length: 060 MIN
Production Year: 1979
Special Needs: MULTI-ETHNIC; VISION IMPAIRED
Technical Format: AUDIOCASSETTE
Audiovisual/non-broadcast rights:
Distributor: NPR CUSTOMER SERVICE, P.O. BOX 55417 MADISON, WI 53705
Synopses: Through a dramatized interview, Douglass, an escaped slave who was to become the U.S. Ambassador to Haiti, reveals his thoughts on prejudice, women's rights, his marriage to a white woman, banks and slavery.

BEST COPY AVAILABLE

SECTION IV: RESOURCES

For additional information on the following books, contact the Martin Luther King, Jr. Center, 449 Auburn Avenue, N.E., Atlanta, GA 30312 or call (404) 524-1956.

Bennett, Jr. Lerone. BEFORE THE MAYFLOWER - A HISTORY OF BLACK AMERICA. Chicago: Johnson Publishing Co., 1982; New York: Penguin Books Inc., 1984. This Black History classic emphasizes history as revelations and as a means of understanding and transformation. It is based on the trials and triumphs of black Americans and it tells a story which is relevant to the lives of all Americans.

Chapman, Abraham, Editor. NEW BLACK VOICES. New York: NAL Penguin Inc., a subsidy of Parson Inc., 1972. A major new collection of outstanding black writers who speak to the issues of today.

COLOR ME BROWN. Chicago: Johnson's Publishing Co., 1974. A children's coloring book of black personalities who have contributed significantly to mankind. Good learning aid.

Cade, Toni, Editor. THE BLACK WOMAN. New York: NAL Penguin Inc., a subsidy of Parson Inc., 1974. An anthology of stories, poems, and essays that relate to the black woman in America.

##

KIDSNET Staff: Michelle Alaine Ward, Research Manager, Monique Craig, Research Assistant, and Alice Scipio, Office Manager

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ATTACHMENT 7
Page 15 of 17

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Entry for serial number 02248 in the ARCHIVE data base.

Series/Prg Title: WINNIE THE POOH AND A DAY FOR EEYORE
Curriculum Area: GENERAL ENTERTAINMENT / ANIMATION
Target Level: PRIMARY - INTERMEDIATE

Goals/Synopsis: SEE LEARNING OBJECTIVE/CONTENT.

Series Format: ANIMATED SCENES.

Program Title: 001 WINNIE THE POOH AND A DAY FOR EEYORE

Sp Considerations: FROM THE BOOKS OF A.A. MILNE.

Awards: AMERICAN FILM FESTIVAL FINALIST; NATIONAL EDUCATIONAL FILM F
ESTIVAL HONORABLE MENTION; CINE GOLDEN EAGLE AWARD.

Medium: VIDEO
Distribution: TRANSMISSION / HARDCOPY
Program Type: PROGRAM
# of Programs: 001
Program Length: 026 minutes
Production Year: 1984
Production Co: WALT DISNEY

Print Materials:
Teachers Guide: Free? YES
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Address: 500 S. BUENA VISTA STREET
City: BURBANK State: CA Zip: 91521

Preview Available: YES
Program Title: WINNIE THE POOH AND A DAY FOR EEYORE
Program Length: 026
Def Prg Objective: CONCEPT FORMATION

Lrng Obj/Content: WHEN POOH AND FRIEND DISCOVER THEY HAVE FORGOTTEN EEYORE'S B
IRTHDAY, THEY TRY TO PATCH THINGS UP BY PLANNING A PARTY THA
T DOESN'T EXACTLY GO AS PLANNED. EEYORE REALIZES THAT IT'S
THE THOUGHT THAT COUNTS, AND IT BECOMES A HAPPY DAY FOR EEYO

PTO--------

Entry for serial number 02248 in the ARCHIVE data base. (Continued)

RE AFTER ALL.

ATTACHMENT 8

EDUCATION

STUDENT AID: ARE WOMEN GETTING WHAT THEY DESERVE?

If you apply for financial aid and don't get what you ask for, don't blame yourself. More students are applying for loans and grants, but women are getting fewer of both than men.

"There is no bias intended in the awarding of financial aid," says Mary Moran, a program officer in the U.S. Department of Education and author of a recent study on student financial aid. Nevertheless, she reports, for every education dollar a man receives, a woman receives 73 cents in grants and 84 cents in loans for low-income undergraduates. Moran also found significant differences in other programs, such as academic-merit scholarships, research assistantships and corporate-benefit programs that pay tuition.

GRANTS: FOR EVERY $1 FOR MEN ONLY 73¢ FOR WOMEN

Why are women getting less than men? Moran uncovered a couple of reasons. More women are going back to school—after taking time out for family or work—on a part-time basis. Unfortunately, "student-aid formulas are almost exclusively for full-time students," says Moran. Also, she says, women often lose out in the scramble for student loans because of the way current student-aid policy is written. For example, veterans' benefits are *not* counted as income in student eligibility rules, but food stamps and Aid to Families for Dependent Children—typically given to single female heads of household—often are.

How are *women* losing out when it comes

(Continued)

SEMESTER ABROAD—AT HOME

If you want to spend a semester away from your campus, but study abroad seems too expensive or risky, consider the exchange alternatives available in this country. One of the oldest and best known is the Washington Semester Program, sponsored by The American University (AU) in Washington D.C. This program, which some four hundred students attend every semester, celebrates its fortieth anniversary this year. Another such exchange is the brand-new Simmons Semester in Boston, which takes only a handful of students now but plans to expand to fifty participants. You may still apply to these programs if you move fast; late applications will be accepted through the end of July. For the spring semester, deadlines are the end of October.

The American University's program "was just right for me," says Andrea Levine, a junior at Brown who participated last fall. "I was looking for real-life experience that would add to my knowledge of politics." The program's seminars, which include up to six discussions each week with congressmen, White House staff, lobbyists and media representatives, fit the bill. Through the program, she was also able to intern on ABC's *Good Morning America*. The Washington internships have helped some students' careers. Ellen Kreaky, a 1985 intern at the Brookings Institute, says her experience helped her get her present job at *the Congressional Quarterly*.

The American University program has two hundred member schools. If your college is not one of them, you may contact the Washington Semester Program directly at (800) 424-8600. Applicants must be at least second-semester sophomores. Housing on campus is provided.

(Continued)

STUDENT AID
Continued

to aid based on academic merit, not just need? One example is the National Merit Scholarship Program, which is awarded in part on the basis of candidates' scores on aptitude tests such as the Scholastic Aptitude Test (SAT). Although women outnumber men entering college, only 2,171 women won these scholarships in 1986, as compared to 3,855 male winners, according to the National Merit Scholarship Annual Report. Even worse, the number of female winners has decreased since 1984, while the overall total of Merit Scholarship awards has increased.

Moran hopes that her study will help make women more aware of current trends and eventually make it easier for them to apply for and receive student financial aid. She also believes that some colleges are becoming more supportive of female students' needs. She cites that the University of Michigan offers counseling as well as help locating financial assistance to women who are returning to college.

In general, "you shouldn't be deterred from going to college by the price tag," advises Roberta Johnson, associate director of the financial aid office at Stanford University, where 65 percent of the undergraduate students receive some form of aid. "Map out a plan. Shop for a school that will meet your financial needs. And think through the role of credit in your life before you enter into any legal contract." This advice may relate to another of Moran's findings: that women are more likely to default on student loans than men. This isn't surprising, she says, in light of the fact that the average salary of women repaying student loans is $17,407, compared to the $23,093 men earn. Women's repayment record, as a group, may not be helping their individual loan chances either.

At Stanford University, students are offered debt counseling. Before applying for loans, students review with the counselor interest repayment schedules and other aspects of debt. They're warned that it's *their* responsibility to advise the creditor of any change of address or problem with repayment. The idea is to prepare the student for the burden loans may present, so that she'll be able to plan for it and start off her work life with a positive credit history. If such counseling isn't available to you, perhaps you could ask a bank lending-officer or credit counselor to discuss loans with you.

The vital message of such efforts, says Moran, is that while women aren't treated as well as men now, they should not give up the search for funds—or the hope that the situation will improve.

by Grace Hechinger

The author of numerous articles and books about education, her latest book is How To Raise a Street-Smart Child.

July 1987, Glamour

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Revised January 1988

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FOR JUN88 (continued)

Additions

FL Al-ʿArabiyya

FL American Speech

FL Annual Review of Applied Linguistics

FL Applied Linguistics

FL Second Language Research

FL World Englishes

Deletions

FL Babel (International Journal of Translation)

FL Babel: Journal of the Australian Federation of Modern Language Teachers Associations

FL Classical Outlook

FL Contemporary French Civilization

FL Italica

FL Journal of Chinese Linguistics

FL Journal of the Association of Teachers of Japanese

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CIJE SOURCE JOURNAL INDEX UPDATE
FOR JUL88

Additions

CS Association for Communication Administration Bulletin

CS Canadian Journal of English Language Arts

CS CEA Forum

CS Computers, Reading & Language Arts

CS Illinois School Research & Development

CS Perspectives on Dyslexia

Name Changes

CS Communication Research: An International Quarterly to Communication Research

Deletions

FL Slavic and East European Journal

*** CIJE MONTHLY REPORT - JUN88 I.CIJE2 ***09:54:16 20 MAY 1988 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	76	16	4	478
CG	162	16	0	950
CS	161	21	0	602
EA	69	7	0	471
EC	161	19	16	1006
FL	61	8	0	291
HE	136	11	19	763
IR	76	17	1	658
JC	14	2	0	119
PS	39	5	0	416
RC	74	8	0	178
SE	124	15	12	683
SO	121	15	19	630
SP	76	10	13	441
TM	21	3	0	158
UD	27	3	0	303
GRAND TOTALS	1398	176	84	8147

*** CIJE MONTHLY REPORT - JUL88 I.CIJE1 ***16:20:35 10 JUN 1988 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	61	16	7	600
CG	150	14	0	1250
CS	141	17	10	884
EA	102	6	18	675
EC	117	16	11	1240
FL	76	10	4	443
HE	140	16	0	1043
IR	105	21	10	868
JC	25	3	0	169
PS	81	8	0	578
RC	20	3	0	218
SE	138	16	24	959
SO	91	8	0	812
SP	69	7	0	579
UD	58	12	0	419
GRAND TOTALS	1374	173	84	10737

ATTACHMENT 11
Page 1 of 2

*** CIJE MONTHLY REPORT - AUG88 I.CIJE2 ***13:12:24 28 JUN 1988 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	105	19	16	705
CG	133	16	0	1383
CS	230	28	8	1114
EA	69	7	0	744
EC	132	17	0	1372
FL	79	9	0	822
HE	157	15	0	1200
IR	79	14	2	947
JC	22	3	0	191
PS	27	4	0	605
RC	13	2	0	231
SE	144	5	23	1103
SO	119	13	7	931
SP	42	6	3	621
TM	72	9	0	230
UD	38	7	0	457
GRAND TOTALS	1461	174	59	12356

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EAB ERIC® ADMINISTRATIVE BULLETIN

Volume: 12
Number: 8-9
Date: August/ September 1988

Educational Resources Information Center, Office of Educational Research and Improvement, Washington, D.C. 20208

This issue of the EAB is dedicated to the memory of Jim Prevel
1933 - 1988

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2. List of State Facilitators

3. ERIC Facility Report; ERIC Directors Meeting (September 8-9, 1988)

4. Steering Committee Recommendations (List of Most Recent Recommendations, Along With Responses From Central ERIC)

5. "Canadian Education Thesaurus"

   A. Status Report #5
   B. Status Report #6

6. ERIC Ready References (All Twelve to Date)

7. Electronic Mail Help Sheet

8. InterEd News

   A. Letter from BEI (Feb. 15, 1986)

   B. DIALOG Chronolog Announcement of British Education Index (File 121) (August 1988, 88:197)

   C. BEI (File 121) Bluesheet)

   D. Letter from CEI (July 15, 1988)

9. CIJE Source Journal Update (September 1988)

10. CIJE Monthly Report (CIJESEP88)

11. Clearinghouse Input for RIE

    A. RIEMAY88
    B. RIEJUN88
    C. RIEJUL88
    D. RIEAUG88

The ERIC Administrative Bulletin (EAB) is prepared by the ERIC Processing and Reference Facility on the basis of material submitted by all components of the ERIC system. EAB articles are reviewed and approved by Central ERIC before publication.

The EAB is intended to be the "journal" of the ERIC system and a major means for the decentralized components of ERIC to communicate and interact with one another. The EAB is also a permanent record reflecting most of the major events in the life of the ERIC system (such as personnel changes, Standing Order Customer changes, etc.) and providing in printed form essential documents (such as ERIC policy and priority statements, Clearinghouse scope statement modifications, ERIC Processing Manual revisions, etc.). Submissions to the EAB are to be sent (using the standard form) to your respective monitor. The deadline for input to each monthly issue is the 10th of the month.

JAMES J. PREVEL
(1933 - 1988)

Jim Prevel died suddenly and unexpectedly of a massive heart attack on the evening of Saturday, August 27. Jim had been associated with the ERIC program since the early 70's. He was currently the monitor of the ERIC Facility, the ERIC Document Reproduction Service, and the CIJE publisher. He also functioned as Central ERIC's internal micrographics and microcomputer expert.

Jim was well known throughout the ERIC system for his microcomputer-related messages on the electronic mail system, for his reports at the annual technical meetings, and for many projects such as the online monthly reporting system. While he will be especially missed by his colleagues at Central ERIC, Jim will also be mourned by all those in the ERIC family who knew him and worked with him. He was unfailingly helpful and invariably optimistic and upbeat. He was a man utterly without meanness or unkindness. He could truly be said by all to be a good and kind man. He will be sorely missed.

He is survived by his wife, Sandra (of the home address: 3641 St. Mary's Place, Washington, DC 20007, where condolences can be sent), a daughter, Lea Katsanis, and a son, Dr. Christopher Prevel.

DIALOG COMMEMORATES JIM PREVEL

In a notification to Jim Prevel's wife dated September 7, 1988, Roger Summit, the President of DIALOG Information Services stated:

> "...his friends at DIALOG have decided to rename the DIALOG annual Excellence in Education Award the James J. Prevel Excellence in Education Award to commemorate his many contributions in the field."

ACTION ITEMS

WHERE TO REFER STATISTICAL QUESTIONS

OERI has created an "Education Information Branch" (EIB) within the Public Information Division for the specific purpose of responding to public requests for education information, particularly statistical information.

The specialists in EIB frequently produce special tabulations and analyses to respond to the needs of the users of education statistics, and are also familiar with education data produced by the Bureau of the Census. They also provide copies of available publications to those who request them.

The EIB address and 800 telephone number are as follows:

Office of Educational Research and Improvement (OERI)
Public Information Division
Education Information Branch (EIB)
555 New Jersey Avenue, NW, Suite 300
Washington, DC 20208-5724

Telephone: (1-800-424-1616)

Attachment 1 is the formal announcement pertaining to EIB.

...Joanna Eustace (ERIC Facility)

"TARGET AUDIENCE" FIELD USE (AND MIS-USE) IN CIJE

The Target Audience field needs to be used consistently when it is assigned to RIE and CIJE input. It should be used according to the guidelines in the ERIC Processing Manual (EPM) (and in Ready Reference #8). The 1987-1988 CIJE records to date (through June 1988) show a wide variance between Clearinghouses in the way that the Target Audience field is being used.

CLEARINGHOUSE	TARGET AUDIENCE FIELD USAGES
CE	36
CG	0
CS	311
EA	863
EC	866
FL	56
HE	189
IR	1,714
JC	172
PS	602
RC	357
SE	2,095
SO	0
SP	247
TM	0
UD	4
	7,512 Usages

With such a wide divergence in using the field (three Clearinghouses not using it for CIJE at all, three rarely, and two apparently using it for most, if not all, their CIJE input), Clearinghouse staff must be reminded of the proper use of this field.

The field is not to be used for every record. It is to be used only when the document explicitly specifies the intended audience. Improper use affects the quality of document retrieval by our users and can hurt ERIC's image.

...Central ERIC

EXCESSIVE ANALYTICS

Analytics have become an excellent way of aiding ERIC users to obtain microfiche or hard copies of more sections or portions of documents without paying for the whole document. Analytics are documents put into the system two ways, as a single entry and as separate entries for component parts. Analytics are essentially duplicate documents. Caution has to be exercised in creating them because, among other concerns, they add to the microfiche costs of our Standing Order Customers and give the impression that ERIC is "padding" its input.

The ability to analyze out a section of a larger document, and to treat it as a document in its own right, is useful and often valid. This is particularly the case when the papers analyzed each have their own distinct subject matter. However, when all the sections or papers within a larger document bear on the same subject, it is best to treat it simply as a single unitary document and to do a Table of Contents-type abstract.

There have recently been an excess of unjustifiable analytics, where a single document on a single subject that should have been a single ED accession is "exploded" unnecessarily into a series of clones. We have had an instance when the entire monthly input for a Clearinghouse was one document analyzed into many papers.

Please, do not create analytics as a means of reaching the targeted number of documents a Clearinghouse is to process. Work with your CERIC Monitor, if low document quantities are a problem. Create analytics only when it best serves ERIC users. If it is apparent that the system is continuing to get an excessive number of analytics, we will have to set limits on how many are entered into the database.

...Central ERIC

OERI PUBLICATIONS SELECTION POLICY

OERI publications should, as a rule, be accessioned into the ERIC database. This is not an ironclad rule and there may be exceptions but the Clearinghouses should be aware that rejection of an OERI publication requires a solid rationale and justification.

In the recent past, too many OERI publications have been rejected by the Clearinghouses. This has been noticed and we have directed the Facility to re-cycle several of these items into the RIE process. In addition, several older OERI publications, apparently never previously sent to ERIC, are also being re-cycled.

If, for any reason, a Clearinghouse does not want to accession an OERI document, it must be returned to the Facility together with a completed "OERI Document Selection Report" form (i.e., your rejection justification).

...Central ERIC

NETWORK NEWS

NDN STATE FACILITATORS

The recent ERIC Directors Meeting featured on September 9 a joint meeting with the NDN State Facilitators. The meeting was spirited and the small group sessions resulted in enthusiastic information sharing. Many of the State Facilitators were unfamiliar with ERIC products and services and a general mailing of ERIC materials is planned. Meanwhile, since my Clearinghouses will want to make contact with the persons who were at their particular table, a complete NDN State Facilitators list is provided as **Attachment 2**.

...Ted Brandhorst (ERIC Facility)

ANNUAL NATIONAL TECHNICAL MEETINGS APPROVED

Central ERIC has approved a Technical Steering Committee recommendation for regular annual national technical meetings. Once a date is set for the 1989 Spring meeting, details will be announced. The meeting will be held in Washington, DC.

...Lynn Barnett (HE)

ERIC FACILITY REPORT (AT ERIC DIRECTORS MEETING SEPTEMBER 8-9, 1988)

The ERIC Director gave a brief report at the COED meeting (see **Attachment 3**). Since quality control has become a major processing problems, the report outlines 9 of the most frequent processing problems. The report spent some time outlining 9 of the most frequent processing problems; the Directors were requested to take these problems up with their RIE/CIJE staff.

...Carolyn Weller (ERIC Facility)

STEERING COMMITTEE RECOMMENDATIONS (LIST OF MOST RECENT RECOMMENDATIONS, ALONG WITH RESPONSES FROM CENTRAL ERIC)

The most recent recommendations of the ERIC Technical Steering Committee, most of which are related to issues raised at this year's National Technical Meeting, are listed in **Attachment 4**, along with responses from Central ERIC. They include:

88- 1 EPM Revision: Citing References in Abstracts
88- 2 EPM Revisions: CIJE and MRDF Procedures
88- 3 CIJE Validation of Identifiers
88- 4 CIJE Source Journal Index Format
88- 5 Monthly Statistical Report Categories
88- 6 Annual Report Guidelines Revision
88- 7 Standing Order Customer Assignments
88- 8 National Diffusion Network Assignments
88- 9 ERIC Partners List
88-10 ERIC Partners - Acquisitions
88-11 Level 3 Documents
88-12 Acquisitions - Labs/Centers
88-13 Acquisitions - NDN
88-14 Annual National Technical Meeting
88-15 Directors/Technical Meeting Scheduling
88-16 Topical Training Workshops
88-17 OERI Policy on ERIC Attribution
88-18 EDRS ERIC Starter Kit

...Lynn Barnett (HE)

"CANADIAN EDUCATION THESAURUS"---STATUS REPORTS #5 AND #6 (FINAL)

Status Reports #5 and #6 on the project to create a bilingual, English/French Canadian Education Thesaurus (CET) are reproduced as **Attachment 5(A & B)**. Report #6, the final issue of this series, announces completion and provides a sample page of the first or "preliminary" version of the CET.

...Jim Houston (ERIC Facility)

ERIC READY REFERENCES (A LIST OF ALL TWELVE TO DATE)

The Facility has been asked twice in the past month whether there was a list of all the Ready References issued to date. The answer was " no," so we figured we better create one. Listed below are the titles of the twelve Ready References issued to date. (See **Attachment 6** for the actual Ready References.) There are three or four additional titles currently under consideration that will probably be produced during 1989. You are welcome to suggest others.

NUMBER	TITLE	LATEST DATE
1	ERIC Accession Number Ranges (By Year)	Dec. 1987
2	ERIC Publication Types	Oct. 1987
3	Sample RIE Resume	Mar. 1984
4	How to Use the Thesaurus of ERIC Descriptors for an Effective ERIC Search	Jun. 1984
5	ERIC Price Codes	Jan. 1988
6	ERIC Clearinghouses (and Other Network Components)	Aug. 1988
7	ERIC Fact Sheet	Mar. 1988
8	Target Audience	May 1986
9	ERIC Digests (Printed and Online Forms)	Jun. 1987
10A	ERIC Digests (List by Clearinghouse)	Dec. 1987
10B	ERIC Digests (List by Title)	Dec. 1987
11	ERIC Microfiche Statistics	Feb. 1988
12	ERIC Telephone Directory	Jul. 1988

...Ted Brandhorst (ERIC Facility)

NEW CLEARINGHOUSE USERS OF THE MULTILINK ELECTRONIC MAIL SYSTEM

New staff at various ERIC components have called the ERIC Facility recently requesting a password so that they could use the electronic mail system.

To use the electronic mail system, a new user does not need a password created by the ERIC Facility. When you go up on Multilink (by dialing (301) 656-5558), the system asks for your name; it is then entered. The system next asks you to acknowledge that what was entered is correct and the user responds with either a "y" for yes or "n" for no. If the latter, the name is reentered. After the name is correct, the system will check the user file. If the name is not found, the system will then ask for a few words to describe yourself, e.g., Acquisitions, and state the ERIC components you are with. The system then asks for you to create a password of no more than 8 characters. Except for the "system operator" at the Facility, no one but you will see the password you select. After that you are up and running. Just follow the menu, always entering commands with a preceding period (.). Sign off with a .bye.

The next time you come up you will be recognized by the system if you use the same name. When it is requested use the same password you established the first time. As with most systems, the system will not actually display your password on the screen as you type it. If it is incorrect, the system will let you know. Two unsuccessful tries and the system kicks you off and you'll have to start all over.

For your information, we have included as **Attachment** 7 a copy of the initial electronic mail steps using SMARTCOM II.

...Pat Brown (ERIC Facility)

HE PARENT FINDS ERIC/EC FACT SHEET IN DOCTOR'S OFFICE

On a recent visit to a Silver Spring, Maryland, optometrist's office for my daughter's appointment, we were given a new-patient information packet that contained a surprise: a 1981 ERIC/EC Fact Sheet, "Learning Related Visual Problems." The doctor has been using it for years for his patients. His office buys them in bulk from the College of Optometrists in Vision Development, which supplied information from which the Fact Sheet (a pre-Digest product) was prepared. This is an exciting example of ERIC's wide, but undocumented user network that is reaching many groups of people, including parents. Nice going, EC!

...Lynn Barnett (HE)

ERIC Microfiche Collection For Sale From University of Sarasota

The University of Sarasota has an ERIC microfiche collection complete for the period 1966 through January 1983. They have moved to smaller quarters and would like to sell the collection. Price is negotiable (a new collection for the same period would cost $23,810.31 from EDRS). Interested parties should contact Ethel Holt or Tom Clayblack or Robert Yeller (University President), on (813) 355-2906.

...Bob Stonehill (CERIC)

INTERNATIONAL SCENE

INTER-ED NEWS

A. BRITISH EDUCATION INDEX (BEI) AND BRITISH EDUCATION THESES INDEX (BETI) MAKE IT INTO DIALOG!

One of the conclusions of the first InterEd meeting back in 1986 was that an effort should be made to mount the British Education Index (BEI) file on DIALOG. It has taken two years of effort by the BEI group, but the August 1988 issue of DIALOG Chronolog (p.88-197) finally announced that BEI has become DIALOG File 121.

Attached are the DIALOG Chronolog article on BEI and the DIALOG Bluesheet for File 121. As DIALOG states it in their Bluesheet: "The files form part of ERIC International, a cluster of educational databases comprising the British, Australian, and Canadian education indexes." ERIC International may be a few more years from realization, but it is gratifying to see the InterEd ambitions beginning to come alive. (See **Attachments 8(A-C)**.)

...Ted Brandhorst (ERIC Facility)

B. CANADIAN EDUCATION INDEX (CEI) TO BE MANAGED BY MICROMEDIA, INC.

CEI has decided to accelerate progress by taking advantage of the private sector. Micromedia Inc., a commercial Canadian database producer, will take over management and operation of CEI, at no cost to the Canadian Education Association. The details are contained in a recent letter from Maureen Davis (see **Attachment 8(D)**).

...Ted Brandhorst (ERIC Facility)

ERIC HAS INTERNATIONAL IMPACT---SOME RECENT EXAMPLES

The following quotations are some recent examples of ERIC's impact abroad discovered by ERIC/IR:

1. From a letter to ERIC/IR from the Executive Director of the Fulbright Commission in Lima, Peru:

   "I've obtained a reading list through LASPAU on science and technology in Latin America and note that most of the information comes through the ERIC files. What a wonderful service! I'm sending a copy to the director of the Council of Science and Technology here in Peru and I know he is going to really appreciate it."

2. From the US/AID Center for Development Information and Evaluation:

   A. "AFR/TR asked for our information support for USAID/Harare in pulling together evaluations of the impact of literacy projects by A.I.D. or other donors. A.I.D. had little, but the U.S. Department of Education's ERIC database had a great deal, including relevant UNESCO and UNICEF documents."

   B. "The S & T/IEES project (Improving the Efficiency of Educational System) contractor in Mogadishu is gathering information about methods of stimulating creativity in a classroom setting. The Educational Resources Information Clearinghouse (ERIC) database yielded citations to 100 studies of the subject since 1980, which were sent as a printed bibliography."

   C. "The field director for an S & T/ED project requested any A.I.D. documentation on using radio in Bolivia for instructional purposes in health and nutrition education. We massaged the DIS database to identify five relevant projects and their documents, which we listed for the requester. Subsequently she expressed interest in a bibliography of relevant journal literature as well, which we provided from the ERIC and CAB International databases."

...Don Ely (IR)

HOWE HELPS PLAN "EGYPTIAN EDUCATIONAL INFORMATION SYSTEM" (EEIS)

Dr. Robert Howe, Director of ERIC/SE, recently assisted the Egyptian government in planning for the Egyptian Educational Information System (EEIS). While in Egypt, Dr. Howe presented several lectures, assisted the Egyptian government in developing priorities and plans for an information system, and conferred with USAID staff.

Dr. Hussein Bashir, a former ERIC/SE graduate assistant, is currently Director of the National Center for Educational Research in Cairo and is providing leadership to develop the EEIS.

...Bob Howe (SE)

HOWE INVITED TO REPUBLIC OF CHINA AS VISITING SCHOLAR

The National Science Council of the Republic of China has invited Dr. Robert Howe, Director of ERIC/SE, to be a Visiting Scholar during the 1988-89 school year. Dr. Howe will make presentations on science education and educational information systems and their use. In addition, he will serve as a consultant on activities related to the same topics and environmental activities.

Dr. Howe is scheduled to visit the Republic of China twice during the 1988-89 school year.

...Bob Howe (SE)

INTERNATIONAL BIBLIOGRAPHY ON HIGHER EDUCATION IN THE WORKS

Jon Fife, HE Director, met with Dr. Franz Eberhard, General Secretary of the International Association of Universities (Paris, France) and Ms. Carin Berg, Director, UNESCO European Centre for Higher Education (Bucharest, Romania), to initiate the development of an international bibliography on higher education that would include the major bibliographic citations developed through the UNESCO higher education centres, IAU, and ERIC. It is anticipated that it will take 18 months to develop the first issue of this bibliography and thereafter it will be produced on an annual basis.

...Jan Burt (HE)

PERSONNEL NEWS AND CHANGES

CARLA KREPPEIN OF HE CELEBRATES 20 YEARS WITH ERIC

HE's own Carla Kreppein has just celebrated her 20th anniversary with both The George Washington University and ERIC. She was honored with both a party at the Clearinghouse and an award ceremony at the university. We could never have made it without her all these years, and we challenge other Clearinghouse staff to match her institutional memory!

...Lynn Barnett (HE)

JOHN DISINGER (SE) BECOMES ACTING DIRECTOR, OSU SCHOOL OF NATURAL RESOURCES

Dr. John Disinger became Acting Director of the School of Natural Resources, which offers graduate and undergraduate programs in forestry, environmental education, environmental communications, parks, natural resources management, and other areas.

John will continue with ERIC/SE as Associate Director for Environmental Education. While John's time with us will be less for the next year, we are pleased that he has been selected for this position.

...Bob Howe (SE)

PEGGY KASTEN JOINS STAFF AT ERIC/SE

Dr. Margaret (Peggy) Kasten recently jointed ERIC/SE as a Faculty Research Associate for Mathematics Education. Dr. Kasten currently is an Assistant Professor of Mathematics Education in the College of Education at The Ohio State University. She previously was employed by The Ohio State Department of Education, worked as a classroom teacher, and worked as a graduate assistant at ERIC/SE while working toward her Ph.D. at Ohio State University.

She will be working with Dr. Marilyn Suydam when Marilyn returns from a leave of absence this fall.

...Bob Howe (SE)

JOHN KARL JOINS STAFF AT ERIC/FL

John Karl assumed the responsibilities of acquisitions coordinator for ERIC/FL as of July 5, 1988. He replaces Sharon Schwinabart, who is leaving the Clearinghouse to take a position with the Federal government. John comes to us from one of the OERI-funded research centers, the Center for Language Education and Research (CLEAR). Several CLEAR activities are carried out by the Center for Applied Linguistics (CAL) as a subcontractor to UCLA, the primary contractor for CLEAR. John has been a CAL employee since October 1987. He moved to Washington, DC, from Wisconsin, where he earned his bachelor's degree in comparative literature from the University of Wisconsin at Madison. John has also studied Spanish. We are delighted to welcome him to the ERIC/FL staff.

...Jeannie Rennie (FL)

PUBLICATIONS

IR AUTHORS

Don Ely, IR Director, is Editor of the Educational Media and Technology Yearbook 1988 (Libraries Unlimited, 1988). Mike Eisenberg, IR Associate Director, is the coauthor of a recently released book, Curriculum Initiative: An Agenda and Strategy for Library Media Programs (Ablex, 1988). ERIC is prominent in both books.

...Barb Minor (IR)

HE PUBLICATIONS

- Higher Education and the Public Trust: Improving Stature in Colleges and Universities. ASHE-ERIC Higher Education Report No. 6, 1987, by Richard L. Alfred and Julie Weissman. 159 pp.

  Faculty and administrators have come to understand that public understanding and support for postsecondary education goals is important to an institution's well-being. Given this reality, higher education institutions have no choice but to be cognizant of their stature with important constituencies if they expect to gain and hold public support. If colleges and universities are to enhance their stature in a period of rapid social, economic, demographic, and technological change, substantive strategies must be developed. The central topic of this report is institutional stature, its development and determination, and strategies for its enhancement.

  ($10.00 from ASHE-ERIC Higher Education Reports, Dept. EA, One Dupont Circle, Suite 630, Washington, DC 20036-1183: 10% off 15 or more copies; 20% off for bookstores and distributors).

- HE Monograph Listed in "Essential Sources"

  One of HE's monographs is included in "Essential Sources: Ten Best on Learning," in the Spring 1988 issue of College Teaching. Written by Charles Cole, Improving Instruction: Issues and Alternatives for Higher Education was a best seller in the 1982 AAHE-ERIC Higher Education Research Report series. Three other HE authors are cited in this "10 best" list.

...Lynn Barnett (HE)

EC PUBLICATIONS

Three new ERIC Digests have recently been prepared by the ERIC Clearinghouse on Handicapped and Gifted Children:

- Preschool Service for Children with Handicaps
- Special Education Dropouts
- Disciplinary Exclusion of Special Education Students

Other recent digests include:

- Stress Management for the Learning Disabled
- Research to Practice: Lesson Structure
- Research to Practice: Critical Presentation Skills

...Judi Conrad (EC)

MEETINGS AND CONFERENCES

HE - PROFESSIONAL ACTIVITIES

Dates	Organization	Staff Involvement
July 13-14, 1988	Northern Virginia Community College, Alexandria, Virginia, Research Class	Marilyn Shorr and Lynn Barnett presented two 1-hour workshops on ERIC and computerized information databases. Total: 43 in attendance.

....Lynn Barnett (HE)

WORKSHOP COST-SHARING

HE and one of its ERIC Partners have successfully cost-shared a user workshop at the June annual meeting of the American Association of University Professors (AAUP) in Washington. AAUP arranged for the meeting room set-up, including installation of a telephone line, and covered transportation and meal costs for two ERIC staff. The Clearinghouse provided information for the conference registration packets and conference display materials, and also conducted a 1-1/2 hour workshop that included two computer searching stations --one online with the ancient Texas Instruments terminal and one high-tech with the CD-ROM. Participant involvement was very positive.

...Lynn Barnett (HE)

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

August 30, 1988

Mr. Ted Brandhorst
ERIC Processing and Reference Facility
ORI, Inc., Information Systems
4350 East-West Highway, Suite 1100
Bethesda, Maryland 20814-4475

Dear Ted:

The ERIC Redesign Study, which was conducted by OERI during 1986 and 1987, suggested some new directions for the ERIC system. One of the results of the Redesign Study was a determination by OERI to expand our capability of providing statistical information to users. To this end, several steps have already been taken:

- A small contract has been issued to examine the feasibility of a system--called EDsearch--that will permit user groups both inside and outside the Government to electronically access educational databases. If funding becomes available to support this project, EDsearch will be designed to build upon and expand the capabilities now provided by OERI's Electronic Bulletin Board. Examples of the types of databases envisioned for EDsearch are files produced by the National Center for Education Statistics (NCES) and searchable directories of OERI-sponsored research projects.

- ERIC Clearinghouses and the Facility have been asked to identify and process bibliographic information about statistical databases, so that ERIC users could be directed toward primary data sources in which they may be interested. To date, this "ERICSTAT" project has identified, indexed and abstracted information on over 80 databases.

In light of this expanded ERIC role in providing information about the availability of primary data sources, each Clearinghouse should know about OERI's Educational Information Branch (EIB). The overall mission of EIB is to respond, on behalf of OERI, to requests for education information, particularly statistical information.

WASHINGTON, D.C. 20208

The overall mission of EIB is to respond, on behalf of OERI, to requests for education information, particularly statistical information. EIB maintains close contact with NCES and obtains copies of all reports, draft reports, tabulations, and bulletins which NCES produces. In short, EIB functions as a "statistical clearinghouse" for NCES-generated information.

The specialists in EIB frequently produce special tabulations and analyses to respond to the needs of the users of education statistics, and are also familiar with education data produced by the Bureau of the Census. They also provide copies of available publications to those who request them. When EIB specialists receive a query outside their scope, they refer callers to other, more appropriate agencies, including ERIC Clearinghouses.

To complement the user services of the ERIC system, do not hesitate to refer to EIB any statistical questions which pertain to data collected by NCES. EIB staff can be reached at 1-800-424-1616. Their mailing address is:

Education Information Branch
Public Information Division
Office of Educational Research and Improvement
555 New Jersey Ave., NW
Suite 300
Washington, DC 20208-5724

Through this careful coordination of activities and services in the ERIC Clearinghouses with those at OERI, we believe we can better meet the needs of researchers, policymakers, journalists and the public for critical statistical information.

Sincerely,

Lew Walker
Chief, Education
Information Branch

Bob Stonehill

Robert M. Stonehill
Chief, Educational Resources
Information Center Branch

July 1988

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ERIC FACILITY REPORT

ERIC DIRECTORS MEETING

(September 8-9, 1988)

ERIC FACILITY CONTRACT/PROPOSAL STATUS

The ERIC Facility contract was competed during the month of June 1988. Proposals were due July 8, 1988 and those received are currently being evaluated. The existing Facility contract is a five-month extension (extending from June 1, 1988 through October 31, 1988, at a reduced rate) that provides for the evaluation process and contract award process to be completed. The new ERIC Facility contract will begin November 1, 1988. The new Facility contract will be a Time and Materials type of contract, as contrasted to the previous Cost Reimbursement type. The T & M type is a more rigid structure and will, to some extent, reduce the Facility's flexibility and ability to respond to anything unforeseen and not spelled out in advance.

It is not known at this time when the evaluation will be completed or when an award can be expected.

NEW PUBLICATION TYPES

Two new Publication Types were added to the authority list during the past year:

Book Reviews (072)
Machine-Readable Data Files (102)

The Book Reviews category is intended for use with lengthy substantive reviews of major works. The MRDF category is intended solely for education-related data files. Both categories will be used in only modest quantities.

MACHINE-READABLE DATA FILES ANNOUNCED IN RIE

Beginning with the January 1988 issue of RIE, the Facility began to include descriptions of education-related data files in RIE, a few at a time. This is still going on and we are gradually announcing the approximately 100 such files that we have identified to date.

In August, the Clearinghouses were sent a final version of the processing guidelines for data files (preliminary version had been distributed at the last technical meeting). The Clearinghouses are now in a position to include data files in their RIE input and are encouraged to do so. It is not anticipated that the amount of such processing will be large. It should amount to no more than 3-5 data files per Clearinghouse per year.

NEW RIE COVER

Beginning with the January 1988 issue, RIE has been published in a new and more attractive cover. We have received several favorable user comments on it and on the addition of issue and date designators to each page. Also across the past year, we have attempted to regularly have "Special Announcements" on the inside front cover for major OERI publications and to include Press Releases and other handout materials as part of the document itself, in order to increase its utility to users. With the resurgence of ORBIT as an online vendor (under its new management) we are attempting to update online ordering information pertaining to ORBIT in the back of RIE.

RIE COMPLIMENTARY DISTRIBUTION LIST

The Facility is now maintaining this list, having assumed responsibility for it from Central ERIC. However, the new Facility RFP did not provide for this task and unless it is later added, come November 1, 1988, responsibility for this list will revert to Central ERIC.

Beginning with the June 1988 issue of RIE, this complimentary distribution has been mailed in a new heavy gauge plastic bag replacing the old less substantial shrink-wrap. The new bag has proven its ability to stand up to the rigors of the postal system, both domestic and international, and all complimentary recipients will in the future be getting their RIE issues unscathed and well-protected from damage.

MAILING ADDRESSES ON ERIC ACQUISITIONS ARRANGEMENTS FILE

During the past year, mailing addresses were added to the ERIC Acquisitions Arrangements (EAA) file (a dBase II file on floppy disk). Two Clearinghouses have requested copies of this file on floppy disk, presumably for acquisitions applications or to facilitate contacts with potential ERIC Partners. No general mailing has yet been done to all addresses on this list, in the expectation that this will be an appropriate ACCESS ERIC function.

ERIC READY REFERENCES

There are now a total of twelve (12) ERIC Ready References (all listed and included in the August EAB) and interesting ideas continue to come forward for new ones. A series that started modestly on the basis of a casual remark from Central ERIC has grown like Topsy into some of the more useful reference handouts we have and a product regularly requested by both Clearinghouses and users. In 1989, we will probably issue 2 or 3 new Ready References and will, of course, keep the old ones in print, though, unfortunately, not in large quantities.

PROCESSING PROBLEMS

At the risk of sounding like a broken record, the Facility would like to take this opportunity to tell the Directors that considerable problems are being experienced with the bibliographic data received as input for RIE. Some of the major problems are itemized below. We would be grateful if you could give some attention to these areas when you return to your respective Clearinghouses, particularly in the training of new staff and in the final editorial check stage. We all need to do more to maintain the quality of ERIC processing than we are currently doing.

Problem 1: The crossing out, defacing, or ripping off of perfectly good covers and other prefatory pages.

Solution: Leave the document as is, as it was published, as the source intended it to be seen. Do not X-out any pages unless there is a compelling reason to do so.

Problem 2: The rejection of too many OERI documents or OERI-supported documents.

Solution: Put OERI documents or OERI-supported documents into the system, unless there is a compelling reason not to.

Problem 3: Excessive analytics, i.e. converting single documents on unitary topics into several documents by unnecessary analyzing of sections, chapters, or pages into separate accessions.

Solution: Analyze the contents of a document only when those contents are not all alike and when the differences between the items analyzed make it worthwhile to do so. Otherwise you are just "padding" your input.

Problem 4: Accessioning subject matter documents that have no ostensible link to the field of education. Too many documents are going into RIE that are out of ERIC's scope. They belong in some other database, but not ERIC. They leave the user puzzled as to why this item is in ERIC.

Solution: Documents announced in RIE must have their link to the field of education established. If this linkage is not apparent from the title then it must be drawn in the abstract. If this linkage cannot be established, the document should not be accessioned.

Problem #5: Mis-use of Target Audience field. This field is generally being over-used. Catalogers are "guessing" at audiences.

Solution: Do not guess. Catalog this field only when the author specifically states the intended audience.

Problem #6: Over-Indexing. The assignment of too many Descriptors overall and major Descriptors over the limit of 6. Over-indexing is the easy way out. It is what you do when you don't want to take the time to do it right. It is bad for a database. It is not helpful for users and searchers.

Solution: Practice restraint in indexing. Index to truly significant topics only. Do not index "up" generically. Rely on the words in the abstract to pick up the small stuff and the chaff.

Problem #7: Overlooking fields that should have been cataloged. e.g. Geographic Source, Governmental Level, etc.

Solution: Develop an input form, template, or menu, that lists and prompts for all of the fields, so that forgetting or inadvertently omitting any field would be harder to do.

Attachment __

ERIC Technical Steering Committee Recommendations

6/88

88-1 EPM REVISION: CITING REFERENCES IN ABSTRACTS

RECOMMENDATION: Modify the ERIC Processing Manual to include the instruction to cite at the end of an abstract the number of references in a document, when the numbers are significant or when the items cited are seminal works. The format would be simply "X references." before the abstractor's initials. If references follow each chapter or conference paper, a statement to that effect would also be added to the abstract. This addition to the abstract field (rather than the current haphazard inclusion in the note field) will be helpful to users looking for the most substantial documents within a search. This suggestion was endorsed at the National Technical Meeting, March 24, 1988.

CERIC ACTION: Approved; referred to Facility.
Comment: This new procedure will be incorporated in the ERIC Processing Manual by the ERIC Facility.

88-2 EPM REVISIONS -- CIJE & MRDF PROCEDURES

RECOMMENDATION: Document in the ERIC Processing Manual the procedures for (1) making changes to CIJE coverage and (2) preparing input for machine readable data files (MRDF), also known as "ERICSTAT."

CERIC ACTION: Approved; referred to Facility.
Comment: A comprehensive revision of the ERIC Processing Manual is not included in the current ERIC Facility contract. Revising the EPM to reflect (1) new CIJE coverage and (2) MRDF procedures is fairly extensive and must wait until a new contract is awarded. Because of some apparent confusion among system components, we are restating the procedures to be followed by each clearinghouse when making changes to its CIJE coverage.

- The clearinghouse will write to its program monitor about the changes it wishes to make and will include an updated list of all the journals.
- Program monitor will approve, disapprove or modify the request by letter.
- The clearinghouse will then notify ORYX Press directly about the changes. All new journals must include the name and addresses of the publishers.

By June 15 the ERIC Facility will distribute the final version of ERICSTAT guidelines to each of the 16 clearinghouses.

88-3 CIJE VALIDATION OF IDENTIFIERS

RECOMMENDATION: Suggest that Oryx Press, when preparing the monthly CIJE indexes, validate the assigned identifiers against the Identifier Authority List computer tape, and bring identifiers in conformance with EPM guidelines. The Facility will provide specific guidance. This will eliminate multiple versions of similar identifiers and will help maintain the quality of the indexing in the database.

CERIC ACTION: Approved; referred to Oryx Press.
Comment: ORYX Press has agreed to do this. The ERIC Facility has agreed to immediately furnish ORYX Press with an IAL tape. They will follow up with a telephone conference call to discuss procedures for handling unacceptable identifiers.

88-4 CIJE SOURCE JOURNAL INDEX FORMAT

RECOMMENDATION: Request that Oryx Press include in the Source Journal Index, which lists all journals indexed in CIJE, a breakout of journals covered by Clearinghouse. Often users request a list (with subscription information) of subject-area journals indexed by a Clearinghouses, and this would be a handy, attractive way to present it to them.

CERIC ACTION: Approved; referred to ORYX Press.
Comment: ORYX Press will include in the semiannual publication of the Source Journal Index (June and December issues) a breakout by each clearinghouse of a list of all the journals (with subscription information) indexed by a clearinghouse. This breakout is in addition to the alphabetical listing now included in the monthly CIJE issues. ORYX Press will also send each clearinghouse in May a listing of each journal covered by the clearinghouse. This handout can be reproduced by each clearinghouse and be given to users.

88-5 MONTHLY STATISTICAL REPORT CATEGORIES

RECOMMENDATION: Clarify in writing the definitions of the categories on the new monthly statistical report form. In particular, the categories of users are confusing. A cross-reference chart similar to the one in the Thesaurus for pubtypes would be useful for the user categories (e.g., look up "college trustee" on the chart and see that user category "governing body" should be used). There is also need for clearer definition of publications and other categories, such as book reviews of Clearinghouse monographs and other major products.

CERIC ACTION: Approved; referred to Bob Stonehill.
Comment: A format for monthly reporting has been prepared, reviewed, and revised. Where required, explanations and definitions have been provided. A corss-reference chart will be developed and expanded over time to eliminate ambiguity in reporting statistical information.

88-6 ANNUAL REPORT GUIDELINES REVISION

RECOMMENDATION: Prepare and distribute revised guidelines on how to prepare the annual report in light of current requirements for Clearinghouses to submit monthly reports to Central ERIC. There is some confusion as to what kind of report will be required on an annual basis, and that influences the data and materials collected by the technical and managerial staffs during the course of the year.

CERIC ACTION: Approved; referred to Bob Stonehill.
Comment: An outline for an annual report will be prepared, circulated for review, and revised for clearinghouse use. A draft format will be circulated in June, 1988.

88-7 STANDING ORDER CUSTOMER ASSIGNMENTS

RECOMMENDATION: Maintain the current Clearinghouse assignments for Standing Order Customer (SOC) responsibilities, at least until ACCESS ERIC and the new Clearinghouses are fully operational. Reassignment of SOCs at this time to better align new Clearinghouses geographically with their SOCs would simply disrupt long-standing arrangements and networks.

CERIC ACTION: Approved.
Comment: We approve this interim recommendation to maintain current Clearinghouse assignments for Standing Order Customers, with one caveat. The Clearinghouse on Elementary and Early Childhood Education will serve Illinois SOCs. Central ERIC is currently considering other options relating to SOCs which may involve ACCESS ERIC and the Regional Educational Laboratories.

88-8 NATIONAL DIFFUSION NETWORK ASSIGNMENTS

RECOMMENDATION: Assign NDN state facilitators to ERIC Clearinghouses in the same way that Standing Order Customers are now assigned. There is currently no clear-cut procedure for ERIC/NDN communication.

CERIC ACTION: Disapproved.
Comment: We disapprove this recommendation to assign NDN state facilitators to ERIC clearinghouses in the same way that the SOCs are now assigned. There may be better ways for the ERIC system to work with NDN facilitators than to have the Clearinghouses serve them by geographical regions. We need to discuss strategies for ERIC and NDN collaboration with the NDN staff in more detail. A meeting between the two programs is scheduled for next fall.

88-9 ERIC PARTNERS LIST

RECOMMENDATION: Circulate among the Clearinghouses and ERIC Facility a combined list of organizations designated as "ERIC Partners" in

Clearinghouse proposals, with the Clearinghouses for each Partner identified. Such a list would be the first step in looking at Partners in a systematic way and would help ACCESS ERIC avoid duplication.

CERIC ACTION: Approved; referred to Dorothy Myers.
Comment: A list of all ERIC Partners by clearinghouse is attached for distribution to all clearinghouses and the Facility. It should be noted that an organization may be a Partner with more than one clearinghouse as long as it is clear what services are expected. In cases where these relationships exists, clearinghouses should contact one another to assure that duplication of services does not occur. See Item 88-10.

88-10 ERIC PARTNERS - ACQUISITIONS

RECOMMENDATION: Develop and distribute a statement that reinforces the necessity to maintain the current acquisitions arrangements as documented in the 1988 ERIC Acquisitions Arrangements List, and that precludes new ERIC Partners arrangements from disrupting long-standing arrangements with either Clearinghouses or the Facility.

CERIC ACTION: Approved; referred to Bob Stonehill
Comment: Central ERIC recognizes the need for a policy on how various ERIC components will interact with our new ERIC Partners. The task of developing a Partners Policy will be assigned to an CERIC staff member by the Director of ERIC.

88-11 LEVEL 3 DOCUMENTS

RECOMMENDATION: Include in the agenda for the September 1988 ERIC Directors meeting a discussion of Level 3 documents. ERIC as a system needs to determine where it stands, particularly on philosophical differences about adding federally-funded or other fugitive documents to the ERIC database at Level 3. The question is whether such additions are helpful or frustrating to users.

CERIC ACTION: Approved; referred to Bob Stonehill.
Comment: A well balanced discussion of level 3 coverage will be put on the agenda for the September Directors meeting.

88-12 ACQUISITIONS - LABS/CENTERS

RECOMMENDATION: Regarding lab/center documents, include as OERI policy that (1) the Clearinghouses will continue to maintain contact with the labs and centers by mailing fiche of their documents directly to the submitter, and (2) the OERI Acquisitions Officer for ERIC (currently Nancy Krekeler) will acquire additional fiche from EDRS to send to the lab/center project officers at OERI. Incorporate these guidelines in the ERIC Processing Manual.

CERIC ACTION: Approved; referred to Nancy Krekeler.
Comment: Once a policy is approved for OERI, the details as they relate to

the Processing Manual will be prepared for inclusion into the Manual during the next revision.

88-13 ACQUISITIONS - NATIONAL DIFFUSION NETWORK

RECOMMENDATION: Incorporate into the responsibilities of the OERI Acquisition Officer for ERIC the assignment to acquire documents from NDN for inclusion in ERIC, including reports of demonstration projects and appropriate evaluation summaries.

CERIC ACTION: Approved; referred to Nancy Krekeler.
Comment: This will be taken into consideration in developing and implementing the policy on acquisitions. This topic should be discussed at the joint meeting of ERIC and NDN next fall.

88-14 ANNUAL NATIONAL TECHNICAL MEETING

RECOMMENDATION: Provide for 2 1/2 to 3-day annual tech meetings, in place of regional technical meetings. The rationale is that regional meetings do not allow for any decision-making as a system, and that the current geographic distribution of clearinghouses makes regional meetings very unbalanced (i.e., only 2 in the west). Annual national meetings could incorporate training and professional development skills, as well as tours of the Facility and EDRS, and general orientation for new staff.

CERIC ACTION: Approved.
Comment: We agree that regional technical meetings are no longer appropriate. All future technical meetings will be national for the duration of the current clearinghouse contracts. We will consider lengthening the 1989 meeting to permit time for professional training and contractor visits. All ERIC clearinghouses are funded to send two persons to technical meetings; sending other staff would be an allowable expenditure.

88-15 DIRECTORS/TECH MEETING SCHEDULING

RECOMMENDATION: Schedule the National Technical Meeting immediately prior to the ERIC Directors meeting, so that technical issues with policy implications can be brought to the attention of the directors at the joint session. When the tech meeting is last, there are questions and/or suggestions that are left unresolved.

CERIC ACTION: Disapproved.
Comment: This recommendation does not allow CERIC time for review and comment on issues raised at the technical meeting prior to further discussion at the Directors meeting. We feel this review is necessary and desirable. Throughout the year CERIC relies on the Technical Steering Committee to bring to its attention issues with policy implications.

88-16 TOPICAL TRAINING WORKSHOPS

RECOMMENDATION: Incorporate into the ERIC planning initiatives topic-specific training workshops for Clearinghouse staff. Each year could focus on a different issue (e.g., indexing, workshop presentations, acquisitions procedures, desktop publishing). These 1-2 day workshops could address in depth problems that arise from national technical meetings, and they could result in more uniform systemwide procedures or more idea sharing than is possible in a 2-hour session at a tech meeting. Central ERIC could investigate the possibility of getting outside funding for the workshops or of funding them as Clearinghouse special projects.

CERIC ACTION: Deferred.
Comment: We agree that training for system improvement is beneficial. We encourage the Technical Steering Committee to develop well-thoughtout agendas for maximum impact. We will include this activity in future budget requests and will also consider charging a fee.

88-17 OERI POLICY ON ERIC ATTRIBUTION

RECOMMENDATION: Request that OERI (perhaps via Sharon Horn) develop and distribute a collaborative policy that all OERI publications would include ERIC ED numbers and names/address of ERIC components when appropriate. (Recent publications such as What Works: Schools without Drugs and Becoming a Nation of Readers have not included such information.)

CERIC ACTION: Disapproved.
Comment: This is a wonderful idea but often we do not have the lead time or the manpower to carryout this activity. CERIC will attempt to work with as many authors as possible. Note: All OERI publications will now have on the back cover a statement about ERIC. This was implemented in the second printing of Becoming A Nation of Readers. Some ED publications, eg., Annual Evaluation Report, have always had this policy.

88-18 EDRS STARTER KIT

RECOMMENDATION: Ask EDRS to include in its new "ERIC Starter Kit" a sample "content" microfiche as well as sample fiche of RIE. An example might be a fiche of a Clearinghouse monograph or digest. Potential customers would get a better idea of exactly what is contained in the ERIC microfiche collection that are being asked to purchase.

CERIC ACTION: Approved; referred to EDRS .
Comment: EDRS has agreed to do this. New kits will include a sample fiche for RIE, What Works and a Digest

THESAURUS

NOTES ON THE CANADIAN EDUCATION THESAURUS *Number 5, March 1988*

CET and CEI

An editorial advisory committee will be formed later this year by the Canadian Education Association. This committee will look at policies and content issues relative to the Canadian Education Index (CEI). It is expected that, coinciding with the preparation of a new volume in the fall of 1988, the Editors of CEI will adopt the Canadian Education Thesaurus (CET) as their new subject authority, in replacement of the existing Canadian Education Subject Headings (CanESH). This move will have conceptual and practical consequences for the end-user.

The respective characteristics of subject headings and descriptors are now well documented. While subject headings tend to combine (precoordinate) several concepts in a single phrase through subheadings and common subdivisions, descriptors represent a single concept. Subdivisions are not used with descriptors: if geographical or chronological precisions are needed, they are established as independent descriptors or as identifiers.

The use of a thesaurus as subject authority may affect the depth of indexing. Traditionnally, few subject headings were assigned to a document. But indexers generally feel free to assign a larger number of specific descriptors to a single document, thus providing the end-user with more varied access points.

The larger number of access points to a document affects the print format of an index. An index based on subject headings usually consists of a single list with full bibliographic citation repeated under each appropriate heading. A print index based on a thesaurus consists of two sections: a full description of all indexed documents, and the index proper. Under each relevant descriptor, a short description only is given (e.g. Title), and a clear address, often a document number, leads the user to the full description.

PROGRESS REPORT

As of March 15, five broad classes have been developed: Language and Communication, Exceptionalities and Exceptional People, Cognitive Processes, Curriculum Subjects, and People in Education. One thousand two hundred fifty descriptors and non-descriptors have been identified. These descriptors will be put to the test in an indexing project that should begin shortly.

The scanning of the current literature in education continues, but few new words are added to the termbank, which still contains about 3000 candidate descriptors.

Several months ago, we requested a short extension of the project that would allow us to produce a usable version of CET. The final decision has not yet been made by the Council of Ministers of Education, but it seems likely that the project will be extended by a few months. Our target date for completion of a first version of CET would now be August 1988.

Council of Ministers of Education, Canada
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Telephone: (416) 964-2551

THESAURUS

NOTES ON THE CANADIAN EDUCATION THESAURUS

Number 6, August 1988

WE DID IT!

The first version of the bilingual Canadian Education Thesaurus is now ready to use for indexing and searching large or small collections of Canadian education literature. At this time, the thesaurus contains 5227 terms (2884 terms in English, 2343 terms in French). Of these terms, 4087 are full descriptors. 1850 terms appear in the Thesaurus of ERIC descriptors, 11th ed., and 709 French terms appear in the Thésaurus de descripteurs sur l'éducation (CADRE), 4e éd. Although the English and French terms were developed simultaneously, the thesaurus is presented as two separate alphabetical lists of terms which can be used independently.

PROCESSING AND FORMATTING

The Canadian Education Thesaurus was first established as a small database using CDS-ISIS, micro-version, with each term record made up of 13 fields. The whole database was then downloaded into WordPerfect 4.2 for more flexible sorting and formatting. In the alphabetical display, both descriptors and non-descriptors are bolded. Descriptors appear in uppercase while non-descriptors appear in lowercase. We include with this last issue of the Newsletter a sample page of the final printout.

WHAT NEXT?

The Council of Ministers of Education, Canada, undertook the development of CET for the benefit of the Canadian Education Association (CEA) and its Canadian Education Index (CEI). You may be aware that CEA has now signed an agreement with Micromedia Limited, a Toronto-based firm, for the production and publication of the index. Maintenance and public release of CET were part of this agreement. The thesaurus database, as well as a printed camera-ready copy of the thesaurus will be transferred to Micromedia on August 24.

Unfortunately, it seems that Micromedia does not intend to use CET as its subject authority for CEI in the near future. There is a strong possibility that the original version of CET which we are transferring will be reproduced and distributed sometime this fall. However, we have been given no details as to how, when, and by whom the thesaurus will be maintained.

As thesaurus development is an ongoing process, maintenance work on CET should begin as soon as possible. We strongly suggest that you forward your comments, suggestions, questions and requests for the thesaurus to Ms. Maureen Davis, CEI Editor, Micromedia Limited, 158 Pearl Street, Toronto, Ont. M5H 1L3, Tel. 416-593-5211. Ms. Davis will be happy to provide the most recent information relating to the future of CET.

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ALPHABETICAL DESCRIPTOR DISPLAY

ABILITY
FT APTITUDE
NT Cognitive Ability
Learning Ability
Mathematical Ability
Musical Ability
Physical Ability
Reading Ability
Scientific Ability
Teaching Ability
RT Aptitude
Skills
Talent

ABILITY GROUPING
FT GROUPEMENT PAR APTITUDES
BT Grouping

ABILITY IDENTIFICATION
FT IDENTIFICATION DES APTITUDES
BT Identification

ABILITY TESTS
FT TEST D'APTITUDE
BT Tests
RT Aptitude Tests
Screening Tests

Aboriginal Languages
US NATIVE LANGUAGES

Aboriginal Rights
US NATIVE RIGHTS

Aboriginal Selfgovernment
US NATIVE RIGHTS

ABORTION
FT AVORTEMENT

Absence Records
FT Relevé des absences
US ATTENDANCE

Absenteeism (Student)
US ATTENDANCE

ABSTRACT REASONING
FT RAISONNEMENT ABSTRAIT
BT Cognitive Processes
RT Logical Thinking

Abused Children
US CHILD ABUSE

ACADEMIC ACHIEVEMENT
FT RENDEMENT SCOLAIRE
UF Academic Performance
Academic Standing
Academic Success
Educational Achievement
Scholastic Achievement
Scholastic Success
Student Achievement
BT Achievement
NT Academic Overachievement
Academic Underachievement
RT Performance Contracts

ACADEMIC ACHIEVEMENT PREDICTION
FT PRÉDICTION DU RENDEMENT SCOLAIRE

ACADEMIC ADVISORS
FT CONSEILLER PÉDAGOGIQUE
BT Nonteaching Personnel
RT School Counsellors

ACADEMIC APTITUDE
FT APTITUDE POUR LES ÉTUDES
UF Scholastic Potential
Student Aptitude
BT Aptitude
RT Intelligence

ACADEMIC ASPIRATIONS
FT ASPIRATION SCOLAIRE
BT Aspiration

Academic Degrees
US DEGREES (ACADEMIC)

Academic Departments
US DEPARTMENTS

Academic Failure
US SCHOOL FAILURE

ACADEMIC FREEDOM
FT LIBERTÉ D'ENSEIGNEMENT
UF Teaching Freedom
RT Censorship
Freedom of Information
Intellectual Freedom
Teacher Rights

ACADEMIC LIBRARIES
FT BIBLIOTHÈQUE UNIVERSITAIRE
UF University Libraries
BT Libraries

ERIC Accession Number Ranges
(By Year)

Resources in Education (RIE)

PRE-1966	ED	001 001 – 003 960
1966	ED	010 000 – 010 093
1967	ED	010 094 – 012 348
1968	ED	012 349 – 021 151
1969	ED	021 152 – 031 604
1970	ED	031 605 – 042 060
1971	ED	042 061 – 054 390
1972	ED	054 391 – 066 620
1973	ED	066 621 – 080 787
1974	ED	080 788 – 095 253
1975	ED	095 254 – 110 594
1976	ED	110 595 – 127 413
1977	ED	127 414 – 142 684
1978	ED	142 685 – 157 987
1979	ED	157 988 – 174 743
1980	ED	174 744 – 190 736
1981	ED	190 737 – 205 670
1982	ED	205 671 – 219 495
1983	ED	219 496 – 233 122
1984	ED	233 123 – 247 369
1985	ED	247 370 – 260 172
1986	ED	260 173 – 272 646
1987	ED	272 647 – 284 955

Current Index to Journals in Education (CIJE)

1969	EJ	000 001 – 011 707
1970	EJ	011 708 – 027 599
1971	EJ	027 600 – 045 271
1972	EJ	045 272 – 062 751
1973	EJ	062 752 – 082 164
1974	EJ	082 165 – 101 872
1975	EJ	101 873 – 121 926
1976	EJ	121 927 – 142 252
1977	EJ	142 253 – 163 351
1978	EJ	163 352 – 186 217
1979	EJ	186 218 – 207 484
1980	EJ	207 485 – 229 235
1981	EJ	229 236 – 250 663
1982	EJ	250 664 – 267 876
1983	EJ	267 877 – 286 200
1984	EJ	286 201 – 305 036
1985	EJ	305 037 – 323 036
1986	EJ	323 037 – 340 802
1987	EJ	340 803 – 358 804

ERIC Publication Types

Code	Publication Type
010	BOOKS
	COLLECTED WORKS
020	— General
021	— Conference Proceedings
022	— Serials
030	CREATIVE WORKS (Literature, Drama, Fine Arts)
	DISSERTATIONS/THESES
040	— Undetermined
041	— Doctoral Dissertations
042	— Masters Theses
043	— Practicum Papers
	GUIDES
050	— General (use more specific code, if possible)
	— Classroom Use
051	— Instructional Materials (For Learner)
052	— Teaching Guides (For Teacher)
055	— Non-Classroom Use (For Administrative & Support Staff, and for Teachers, Parents, Clergy, Researchers, Counselors, etc. in Non-Classroom Situations)
060	HISTORICAL MATERIALS
070	INFORMATION ANALYSES (State-of-the-Art Papers, Research Summaries, Reviews of the Literature on a Topic)
071	— ERIC Information Analysis Products (IAP's)
072	— Book/Product Reviews
080	JOURNAL ARTICLES
090	LEGAL/LEGISLATIVE/REGULATORY MATERIALS
100	AUDIOVISUAL/NON-PRINT MATERIALS
101	— Computer Programs
102	— Machine-Readable Data Files (MRDF)
110	STATISTICAL DATA (Numerical, Quantitative, etc.)
120	VIEWPOINTS (Opinion Papers, Position Papers, Essays, etc.)
	REFERENCE MATERIALS
130	— General (use more specific code, if possible)
131	— Bibliographies/Annotated Bibliographies
132	— Directories/Catalogs
133	— Geographic Materials/Maps
134	— Vocabularies/Classifications/Dictionaries
	REPORTS
140	— General (use more specific code, if possible)
141	— Descriptive (i.e. Project Descriptions)
142	— Evaluative/Feasibility
143	— Research/Technical
150	SPEECHES, CONFERENCE PAPERS
160	TESTS, EVALUATION INSTRUMENTS
170	TRANSLATIONS
171	— Multilingual/Bilingual Materials

SAMPLE RIE RESUME

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date Published.

Contract or Grant Number.

Alternate source for obtaining document.

Language of Document—documents written entirely in English are not designated, although "English" is carried in their computerized records.

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

ERIC Document Reproduction Service (EDRS) Availability—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

ED 654 321 CE 123 456

Smith, John D. *Johnson, Jane*

Career Planning for Women.

Central Univ., Chicago, IL.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No. — CU-2081-S

Pub Date — May 83

Contract— NIE-C-83-0001

Note — 129p.; Paper presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1983).

Available from—Campus Bookstore, 123 College Ave., Chicago, IL 60690 ($3.25).

Language—English, French

Pub Type—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors —Career Guidance,*Career Planning, Careers, *Demand Occupations, *Employed Women, *Employment Opportunities, Females, Labor Force, Labor Market, *Labor Needs, Occupational Aspiration, Occupations

Identifiers — Consortium of States, *National Occupational Competency Testing Institute

Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1980 and 1990, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (SB)

Clearinghouse Accession Number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms found in the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the *Thesaurus*. Only the major terms, preceded by an asterisk, are printed in the subject index.

Informative Abstract.

Abstractor's Initials.

ERIC Ready Reference #4
June 1984

HOW TO USE THE THESAURUS OF ERIC® DESCRIPTORS FOR AN EFFECTIVE ERIC SEARCH

FIRST....

1. Identify your specific topic, in your own terms.
2. "Translate" your topic into ERIC Descriptors (subject index terms). The Rotated Descriptor Display in the back of the *Thesaurus* may help you.
3. List the best Descriptors and locate them in the Alphabetical Descriptor Display (the main part of the *Thesaurus*).
   a. Read the Scope Notes (SN) for information on how ERIC uses the terms.
   b. Check the Broader Terms (BTs), Narrower Terms (NTs), and Related Terms (RTs) under your Descriptors and identify possible other Descriptors relevant to your topic.
   c. Make a list of other Descriptors that you might also use.
   d. Look up those Descriptors and repeat steps 3a-c.
4. Make a final list of the Descriptors most likely to have been used to represent your topic.

THEN....

FOR A MANUAL SEARCH: Look under your Descriptors in the Subject Index of *Resources in Education* (RIE) and *Current Index to Journals in Education* (CIJE) monthly and cumulative issues to find titles relevant to your search.

FOR A COMPUTER SEARCH: Follow the directions of your particular library or information retrieval system for a search of the ERIC database (all or any group of years).

NOTE: The Introduction to the *Thesaurus* contains information helpful to searchers on ERIC indexing rules, deleted and invalid Descriptors, and useful parts of the Descriptor entry, such as the date the term was added to the *Thesaurus* and the number of times it has been used.

ERIC Ready Reference #5

Revised January 1988

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PC 25	601 - 625	48.50
PC 26	626 - 650	50.44
PC 27	651 - 675	52.38
PC 28	676 - 700	54.32
PC 29	701 - 725	56.26
PC 30	726 - 750	58.20
PC 31	751 - 775	60.14
PC 32	776 - 800	62.08
PC 33	801 - 825	64.02
PC 34	826 - 850	65.96
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MF 08	1,057 - 1,152	12	1.94
MF 09	1,153 - 1,248	13	2.10
MF 10	1,249 - 1,344	14	2.26
MF 11	1,345 - 1,440	15	2.42
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Clearinghouses (and Other Network Components)

The ERIC Clearinghouses have responsibility within the network for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the data base, and also for providing information analysis products and various user services based on the data base.

The exact number of Clearinghouses has fluctuated over time in response to the shifting needs of the educational community. There are currently 16 Clearinghouses. These are listed below, together with full addresses, telephone numbers, and brief scope notes describing the areas they cover.

ERIC Clearinghouse on *Adult, Career, and Vocational Education* (CE)
Ohio State University
National Center for Research in Vocational Education
1960 Kenny Road
Columbus, Ohio 43210-1090
Telephone: (614) 486-3655; (800) 848-4815

All levels and settings of adult and continuing, career, and vocational/technical education. Adult education, from basic literacy training through professional skill upgrading. Career education, including career awareness, career decisionmaking, career development, career change, and experience-based education. Vocational and technical education, including new subprofessional fields, industrial arts, corrections education, employment and training programs, youth employment, work experience programs, education/business partnerships, entrepreneurship, adult retraining, and vocational rehabilitation for the handicapped.

ERIC Clearinghouse on *Counseling and Personnel Services* (CG)
University of Michigan
School of Education, Room 2108
610 East University Street
Ann Arbor, Michigan 48109-1259
Telephone: (313) 764-9492

Preparation, practice, and supervision of counselors at all educational levels and in all settings; theoretical development of counseling and guidance; personnel procedures such as testing and interviewing and the analysis and dissemination of the resultant information; group work and case work; nature of pupil, student, and adult characteristics; personnel workers and their relation to career planning, family consultations, and student orientation activities.

ERIC Clearinghouse on *Educational Management* (EA)
University of Oregon
1787 Agate Street
Eugene, Oregon 97403-5207
Telephone: (503) 686-5043

The leadership, management, and structure of public and private educational organizations; practice and theory of administration; preservice and inservice preparation of administrators; tasks and processes of administration; methods and varieties of organization and organizational change; and the social context of educational organizations.

Sites, buildings, and equipment for education; planning, financing, constructing, renovating, equipping, maintaining, operating, insuring, utilizing, and evaluating educational facilities.

ERIC Clearinghouse on *Elementary and Early Childhood Education* (PS)
University of Illinois
College of Education
805 W. Pennsylvania Avenue
Urbana, Illinois 61801-4897
Telephone: (217) 333-1386

The physical, cognitive, social, educational, and cultural development of children from birth through early adolescence; prenatal factors; parental behavior factors; learning theory research and practice related to the development of young children, including the preparation of teachers for this educational level; educational programs and community services for children; and theoretical and philosophical issues pertaining to children's development and education.

ERIC Clearinghouse on *Handicapped and Gifted Children* (EC)
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091-1589
Telephone: (703) 620-3660

All aspects of the education and development of the handicapped and gifted, including prevention, identification and assessment, intervention, and enrichment, both in special settings and within the mainstream.

ERIC Clearinghouse on *Higher Education* (HE)
George Washington University
One Dupont Circle, N.W., Suite 630
Washington, D.C. 20036-1183
Telephone: (202) 296-2597

Topics relating to college and university conditions, problems, programs, and students. Curricular and instructional programs, and institutional research at the college or university level. Federal programs, professional education (medicine, law, etc.), professional continuing education, collegiate computer-assisted learning and management, graduate education, university extension programs, teaching-learning, legal issues and legislation, planning, governance, finance, evaluation, interinstitutional arrangements, management of institutions of higher education, and business or industry educational programs leading to a degree.

ERIC Clearinghouse on *Information Resources* (IR)
Syracuse University
School of Education
Huntington Hall, Room 030
150 Marshall Street
Syracuse, New York 13244-2340
Telephone: (315) 443-3640

Educational technology and library and information science at all levels. Instructional design, development, and evaluation are the emphases within educational technology, along with the media of educational communication: computers and microcomputers, telecommunications (cable, broadcast, satellite), audio and video recordings, film and other audiovisual materials, as they pertain to teaching and learning. Within library and information science the focus is on the operation and management of information services for education-related organizations. All aspects of information technology related to education are considered within the scope.

ERIC Clearinghouse for *Junior Colleges* (JC)
University of California at Los Angeles (UCLA)
Mathematical Sciences Building, Room 8118
405 Hilgard Avenue
Los Angeles, California 90024-1564
Telephone: (213) 825-3931

Development, administration, and evaluation of two-year public and private community and junior colleges, technical institutes, and two-year branch university campuses. Two-year college students, faculty, staff, curricula, programs, support services, libraries, and community services. Linkages between two-year colleges and business/industrial organizations. Articulation of two-year colleges with secondary and four-year postsecondary institutions.

ERIC Clearinghouse on *Languages and Linguistics* (FL)
Center for Applied Linguistics
1118 22nd Street, N.W.
Washington, D.C. 20037-0037
Telephone: (202) 429-9551

Languages and language sciences; theoretical and applied linguistics; all areas of foreign language, second language, and linguistics instruction, pedagogy, or methodology; psycholinguistics and the psychology of language learning; cultural and intercultural context of languages; application of linguistics in language teaching; bilingualism and bilingual education; sociolinguistics; study abroad and international exchanges; teacher training and qualifications specific to the teaching of foreign languages and second languages; commonly and uncommonly taught languages, including English as a second language; related curriculum developments and problems.

ERIC Clearinghouse on *Reading and Communication Skills* (CS)
Indiana University, Smith Research Center
2805 East 10th Street, Suite 150
Bloomington, Indiana 47405-2373
Telephone: (812) 335-5847

Reading, English, and communication skills (verbal and nonverbal), preschool through college; educational research and instruction development in reading, writing, speaking, and listening; identification, diagnosis, and remediation of reading problems; speech communication (including forensics), mass communication, interpersonal and small group interaction, interpretation, rhetorical and communication theory, speech sciences, and theater. Preparation of instructional staff and related personnel in these areas.

All aspects of reading behavior with emphasis on physiology, psychology, sociology, and teaching; instructional materials, curricula, tests/measurement, and methodology at all levels of reading; the role of libraries and other agencies in fostering and guiding reading; diagnostics and remedial reading services in schools and clinical settings. Preparation of reading teachers and specialists.

ERIC Clearinghouse on *Rural Education and Small Schools* (RC)
Appalachia Educational Laboratory
1031 Quarrier Street
P.O. Box 1348
Charleston, West Virginia 25325-1348
Telephone: (304) 347-0400

Economic, cultural, social, or other factors related to educational programs and practices for rural residents; American Indians/Alaska Natives, Mexican Americans, and migrants; educational practices and programs in all small schools; outdoor education.

ERIC Clearinghouse for *Science, Mathematics, and Environmental Education* (SE)
Ohio State University
1200 Chambers Road, Room 310
Columbus, Ohio 43212-1792
Telephone: (614) 292-6717

Science, mathematics, and environmental education at all levels, and within these three broad subject areas, the following topics: development of curriculum and instructional materials; teachers and teacher education; learning theory/outcomes (including the impact of parameters such as interest level, intelligence, values, and concept development upon learning in these fields); educational programs; research and evaluative studies; media applications; computer applications.

ERIC Clearinghouse for *Social Studies/Social Science Education* (SO)
Indiana University
Social Studies Development Center
2805 East 10th Street
Bloomington, Indiana 47405-2373
Telephone: (812) 335-3838

All levels of social studies and social science education; content of the social science disciplines; applications of theory and research to social science education; contributions of social science disciplines (anthropology, economics, geography, history, sociology, social psychology, political science); education as a social science; comparative education (K-12); content and curriculum materials on "social" topics such as law-related education, ethnic studies, bias and discrimination, aging, adoption, women's equity, and sex education.

ERIC Clearinghouse on *Teacher Education* (SP)
American Association of Colleges for Teacher Education
One Dupont Circle, N.W., Suite 610
Washington, D.C. 20036-2412
Telephone: (202) 293-2450

School personnel at all levels; teacher selection and training, preservice and inservice preparation, and retirement; the theory, philosophy, and practice of teaching; curricula and general education not specifically covered by other clearinghouses; all aspects of physical education, health education, and recreation education.

ERIC Clearinghouse on *Tests, Measurement, and Evaluation* (TM)
American Institutes for Research (AIR)
Washington Research Center
1055 Thomas Jefferson St., NW
Washington, DC 20007-3893
Telephone: (202) 342-5060

Tests and other measurement devices; methodology of measurement and evaluation; application of tests, measurement, or evaluation in educational projects or programs; research design and methodology in the area of testing and measurement/evaluation; learning theory in general.

ERIC Clearinghouse on *Urban Education* (UD)
Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 300, Box 40
525 W. 120th Street
New York, New York 10027-9998
Telephone: (212) 678-3433

Programs and practices in public, parochial, and private schools in urban areas and the education of particular racial/ethnic minority children and youth in various settings — local, national, and international; the theory and practice of educational equity; urban and minority experiences; and urban and minority social institutions and services.

Educational Resources Information Center
(Central ERIC)
U.S. Department of Education
Office of Educational Research and Improvement (OERI)
Washington, D.C. 20208-1235
Telephone: (202) 357-6289

ERIC Processing & Reference Facility
ORI, Inc., Information Systems
4350 East-West Highway, Suite 1100
Bethesda, Maryland 20814-4475
Telephone: (301) 656-9723

ERIC Document Reproduction Service (EDRS)
Computer Microfilm Corporation (CMC)
3900 Wheeler Avenue
Alexandria, Virginia 22304-5110
Telephone: (703) 823-0500; (800) 227-3742

Oryx Press
2214 North Central Avenue at Encanto
Phoenix, Arizona 85004-1483
Telephone: (602) 254-6156; (800) 457-6799

ERIC Fact Sheet*

I. Usage Statistics (Estimated)**

A. Institutions in U.S. Providing Access to ERIC Products	3,269
B. Uses of ERIC Resources (Annually)	2.7 million
C. ERIC Bibliographic Records Retrieved in Searches and Provided to Clients (Annually)	30 million
D. Annual Expenditure by Institutions to Support Distribution of ERIC Resources to Users	$26 million

II. Database Building

A. Documents	
1. Documents Evaluated Annually for Possible Addition to ERIC Database	35,000
2. Documents Added to ERIC Database (*Resources in Education file*)	
a. Monthly (Average)	1,040
b. Annually (Current Level)	12,500
c. To Date (1966 through December 1987)	277,909
B. Journal Articles	
1. Journal Titles Covered (i.e. analyzed for education-related articles)	780
2. Journal Articles Added to ERIC Database (*Current Index to Journals in Education file*)	
a. Monthly (Average)	1,500
b. Annually (Current Level)	18,000
c. To Date (1969 through December 1987)	358,804
C. Total Accessions in ERIC Database (1966-1987)	636,713
D. Organizations Contributing Documents to ERIC	
1. Total to Date (1966-1987)	30,000
2. Active Within Last Five Years	12,000
3. Standing Acquisition Arrangements (Organizations Automatically Sending ERIC Their Documents)	1,250

III. Document Delivery

A. Microfiche Production Activity	
1. Titles Microfiched	
a. Monthly (per RIE issue)	1,025
b. Annually	12,250
2. Microfiche Cards per Title (Average)	1.4
3. Microfiche Cards Delivered per Subscriber	
a. Monthly (per RIE issue)	1,435
b. Annually	17,000
B. Sales Activity (from EDRS)	
1. Standing Order Subscriptions for ERIC Microfiche	750
2. Microfiche Cards Sold on Subscription (Annually)	13,000,000
3. On-Demand Document Orders Processed Annually (Microfiche or Paper Copy)	12,000
C. ERIC Microfiche Collections Open to Public Access	
1. Domestic	780
2. Foreign	111
3. Total	891

* Many of the statistics reported here are constantly changing and therefore have been rounded.

**Source: King Research, Inc. *Cost and Usage Study of the Educational Resources Information Center (ERIC) System. Final Report.* January 1982. (ED-208 902 and ED-208 903).

IV. Publications

A. ERIC Clearinghouse Publications (all types) (1967-1987)	4,919
B. ERIC Digests (Highlights and syntheses of research findings on major topics)	
1. Total ERIC Digests (through 1987)	533
2. ERIC Digests Available Online	350
C. Abstract Journals	
1. Subscriptions to *Resources in Education* (RIE)	2,000
2. Subscriptions to *Current Index to Journals in Education* (CIJE)	1,800

V. User Services

A. Subscriptions to ERIC Magnetic Tapes	40
B. ERIC Information Service Providers	
1. Offering Access to ERIC Microfiche	891
2. Offering Computer Searches of ERIC Files	500
C. Inquiries/Questions Answered Annually	
1. ERIC Facility	3,000
2. Clearinghouses (16)	115,000

VI. Authority Lists

A. *Thesaurus of ERIC Descriptors*	
· Total Vocabulary Terms (as of 11th edition, 1987)	9,459
B. *Identifier Authority List*	
Total Identifiers (as of June 1987)	41,149
C. *Institutional Source Directory* (Complete)	
Organizations/Institutions Contributing Documents to the ERIC Database (as of March 1987)	29,647
D. Other Authority Lists	
a. Languages	168
b. Geographic Locations	217
c. Publication Types	38
d. Government Levels	5
e. Target Audiences	11

TARGET AUDIENCE

Educational documents and journal articles are sometimes written for particular audiences. ERIC currently identifies these audiences in a special "Target Audience" field (data element). The field is used when an author clearly specifies an intended audience; otherwise, it is left blank. For consistency, eleven (11) distinct audiences have been defined by ERIC, as follows:

- **Policymakers**
- **Researchers**
- **Practitioners***
  - **Administrators**
  - **Teachers**
  - **Counselors**
  - **Media Staff**
  - **Support Staff**
- **Students**
- **Parents**
- **Community**

**Note:* *The ERIC computer system automatically adds the generic audience "Practitioners" to records cataloged by any of the five "practitioner" sub-categories.*

Each of the major online retrieval vendors provides access to ERIC's "Target Audience" data, and computer searchers can employ this data to limit output and improve relevance. Each vendor provides access in a different way and has a different segment of records containing "Target Audience" data on its file. These differences are summarized below:

DIALOG

Access: Via the prefix "TA=," e.g., S TA=PRACTITIONERS
File Segment: RIE from Jan84; CIJE from Sep84.
Retrospective RIE postings (May75-Dec83, "Practitioners" and "Students" only).

BRS

Access: "Target Audience" data merged with Identifier data, e.g.:
IDENTIFIERS: Great Britain. West Indians. Caribbean. TARGET AUDIENCE: Policymakers.
Searching must be done with this in mind, e.g.:
POLICYMAKERS.ID. AND (TARGET ADJ AUDIENCE).ID.
File Segment: RIE from Jan84; CIJE from Sep84.
Retrospective RIE postings (Nov83-Dec83, "Practitioners" and "Students" only).

SDC

Access: Via the suffix "/TG," e.g., PRACTITIONERS/TG
File Segment: RIE from Aug85; CIJE from Aug85.

ERIC Digests

ERIC Digests are:

- short reports (1000-1500 words on one or two pages) on topics of prime current interest in education
- targeted specifically for teachers, administrators, policymakers, and other practitioners, but generally useful to the broad educational community
- designed to provide an overview of information on a given topic, plus references to items providing more detailed information
- produced by the 16 subject-specialized ERIC Clearinghouses, and reviewed by experts and content specialists in the field
- funded by the Office of Educational Research and Improvement (OERI), of the U.S. Department of Education
- available in original printed form directly from the producing Clearinghouses (ask to be placed on their mailing lists — ERIC Ready Reference #6 lists the Clearinghouses, together with full addresses, telephone numbers, and brief scope notes describing the areas they cover)

ERIC Digests Online (EDO) is:

- a *full-text* database containing the complete text of recent ERIC Digests
- a fast, accurate, and dependable source of directly usable and practical information for the educational community, including teachers, administrators, counselors, policymakers, and parents
- available on ED-LINE (an online news, information, and electronic mail system for educators and others interested in education) via THE SOURCE online information network
- accessed on THE SOURCE by entering "EDLINE ERIC," or, alternatively, via ED-LINE's main menu
- searchable either by general topical categories (menu items) or key words (ERIC Descriptors)
- an online bulletin board (via a "user notespace"), allowing users to comment on the Digests or to read others' comments
- updated monthly, with at least 10 new Digests added each month
- approximately 190 Digests in size as of June 1987

How to Get Connected to EDO:

- Hardware/Software Needed
  - a terminal used to communicate with online services
    OR
  - a microcomputer, telephone line, modem, and communications software (directions on how to use specific hardware/software for online access can be found in the manufacturers' manuals)
- Subscription to ED-LINE

  For information on subscribing to ED-LINE, including membership in THE SOURCE, contact ED-LINE at the address or telephone listed on the verso. An ED-LINE subscription includes *The Source Manual* and a unique ID number and password to THE SOURCE. THE SOURCE gives ED-LINE subscribers a reduced hourly connect charge.

Searching EDO On-Line

- Sign on to THE SOURCE (see "Sign On" in *The Source Manual*)
- THE SOURCE menu appears
- At first prompt (:), type "Q"
- At "command level" prompt (->),

  a. Type "EDLINE," which takes you to ED-LINE's main menu; Select EDO from the menu

  OR

  b. Type "EDLINE ERIC" and go directly to EDO

- EDO main menu appears, as follows:
  1 Using ERIC Digests Online (EDO)
  2 Search for Digests by Menu Categories
  3 Search for Digests by Key Words
  4 New ERIC Digests
  5 User Notespace
  6 ERIC Information

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Assessing the Student Attrition Problem (1985) (JC 870 422) (JC)
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Community College Faculty and the Transfer Function: A Critical Analysis (1985) (JC)
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The Community College Professor: Teacher and Scholar (1986) (ED 272 248) (JC)
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Counting the Reverse Transfer Students (1985) (ED 261 757) (JC)
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A Descriptive Analysis of the Community College Libral Arts Curriculum (1987) (JC 870 373) (JC)
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Improving Student Retention in Community Colleges (1986) (ED 276 493) (JC)
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Liberal Arts at the Community College (1983) (JC)
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Positioning Community Colleges Via Economic Development (1986) (ED 269 115) (JC)
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Should Your College Start a Center for the Delivery of Contract Training Programs? (1986) (ED 270 138) (JC)
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Research in College Science Teaching: Cognitive Levels and Reasoning (1985) (ED 274 512) (SE)
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Review of "Research Within Reach: Science Education" (1984) (ED 259 938) (SE)
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Science-Related Social Issues: Challenges for the Social Studies (1984) (ED 253 467) (SO)
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Syracuse, New York 13210
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Los Angeles, California 90024
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Languages and Linguistics (FL)
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National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801
Telephone: (217) 328-3870

Rural Education and Small Schools (RC)
New Mexico State University
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Stewart Street
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Student Discipline Policies (1984) (ED 259 455) (EA)
Student Evaluation of Teacher Performance (1984) (TM 870 614) (TM)
Student Financial Aid and Women (1987) (HE 020 841) (HE)
Student Stress: Effects and Solutions (1985) (HE 020 644) (HE)
Students' Evaluations of Teaching: An Update (1982)
Students in Urban Settings: Achieving the Baccalaureate Degree (1986) (HE 020 648) (HE)
Studying the Future through Environmental Education (1984) (SE)
Successful ERIC Searching for HPRD Professionals and Students (1987) (ED 279 646) (SP)
*Tailoring Vocational Education to Adult Needs (1982) (ED 237 802) (CE)
Taxation: Equity and Politics in Higher Education (1980) (ED 183 095) (HE)
The "TBILISI +10" International Congress: Background (1986) (ED 277 543) (SE)
The Teacher as Decision Maker (1983) (ED 248 239) (SP)
Teacher Certification (1986) (ED 277 685) (SP)
Teacher Competency Testing (1983) (TM 870 615) (TM)
Teacher Competency: What Administrators Can Do (1984) (ED 259 452) (EA)
Teacher Education in ESL (1987) (FL)
Teacher Educators: What Do We Know? (1986) (ED 279 642) (SP)
Teacher Mentoring (1986) (ED 271 477) (SP)
Teacher Tenure (1986) (EA 019 456) (EA)
Teacher, Principal, and Parent Involvement: The Effective School Movement (1987) (UD)
Teacher Wellness Programs (1985) (SP)
Teaching About the Soviet Union (1987) (SO 018 423) (SO)
Teaching About the United States Constitution (1984) (ED 253 463) (SO)
Teaching About Africa (1986) (ED 278 602) (SO)
Teaching About Aging (1984) (SO)
Teaching About Controversial Issues (1983) (ED 253 461) (SO)
Teaching About Ethnic Diversity (1986) (ED 273 539) (SO)
Teaching About Hazardous Materials (1985) (ED 265 075) (SE)
Teaching About Japan (1987) (SO 018 090) (SO)
Teaching Early Childhood Educators and Other Adults How to Use Computers (1985) (ED 269 137) (PS)
Teaching About the Soviet Union (1987) (SO 018 423) (SO)
Teaching About the United States Constitution (1984) (ED 253 463) (SO)
Teaching English to the Gifted Student (1986) (ED 270 782) (CS)
Teaching K-6 Science in Small Schools on a Financial Shoestring (1986) (RC 016 429) (RC)
Teaching Problem-Solving and Creativity in College Courses (1983) (ED 226 650) (HE)
Teaching Problem-Solving: Implications from Cognitive Development Research (1984) (ED 240 918) (HE)
Teaching Reading to Direct Speakers (1986) (UD)
Teaching Science and Mathematics to At Risk Students (1987) (UD)
Teaching Writing to Linguistically Diverse Students (1986) (ED 275 792) (UD)
Technology for the Gifted and Talented (1985) (ED 262 514) (EC)
Teenage Pregnancy (1985) (ED 266 340) (CG)
Teenage Suicide: Identification, Intervention, and Prevention (1985) (ED 266 338) (CG)
Teleconferencing in Education (1983) (ED 254 214) (IR)
Television Viewing and Reading (1986) (ED 272 855) (CS)
Testing in Literature (1986) (ED 267 435) (CS)
Testing Speaking Proficiency: The Oral Interview (1986) (ED 276 299) (FL)
Thinking Skills in English--And Across the Curriculum (1984) (ED 250 693) (CS)
Time on Task in Vocational Education (1984) (ED 252 693) (CE)
Training Day Care Providers (1987) (ED 281 608) (PS)
Transactional Theory in the Teaching of Literature (1987) (CS 210 721) (CS)
Trends in Integrating Teaching and Testing (1987) (TM 870 576) (TM)
Two-Year Colleges (1984) (JC)
Underachieving Gifted Students (1985) (ED 262 526) (EC)
Undocumented Children: An Ongoing Issue for the Public Education System (1984) (ED 260 871) (RC)
Unemployed Youth: Counseling Issues (1984) (ED 260 362) (CG)
Urban Magnet Schools and Educational Excellence (1984) (ED 253 622) (UD)
*Using Microcomputers in Elementary Language Arts Instruction (1985) (ED 264 575) (CS)
Using Your Microcomputer to Acquire Special Education Information (1986) (ED 262 503) (EC)
Utilizing Available Resources at the Local Level (1983) (RC 016 435) (RC)
Videodiscs in Education (1985) (ED 270 103) (IR)
VIDEOTEX 1985: Educational Applications (1985) (ED 270 104) (IR)
*Voc Ed & CETA (1981) (ED 237 792) (CE)
Vocabulary (1984) (ED 250 696) (CS)
Vocational Education and Defense Preparedness (1984) (ED 259 209) (CE)
*Vocational Education in Rural America (1982) (ED 237 803) (CE)
Wellness: A Balanced Lifestyle (1986) (ED 269 376) (SP)
What Is Down Syndrome? (1984) (ED 262 505) (EC)
What Is Dyslexia? (1984) (ED 262 500) (EC)
What Is Linguistics? (1986) (ED 278 255) (FL)
What First Year Teachers Need to Know (1984) (ED 248 243) (SP)
What Statistical Information Is Available on Two-Year Colleges: A Summary of Research Findings (1985) (ED 261 759) (JC)
Women in Higher Education Administration: Status and Strategies (1981) (ED 200 120) (HE)
The Work Experience of University and College Administrators (1984) (ED 259 690) (HE)
Working With Speakers of Non-Standard English in the Regular Classroom (1987) (FL)
Writing Instruction for Dialectally Different Youths (1982) (ED 212 742) (UD)
Writing Instruction in the Two-Year College (1986) (ED 272 258) (JC)
The 1983 Educational Reform Reports (1984) (ED 252 636) (UD)

* = Obsolete or "Retired"

ERIC Microfiche Statistics
(Resources in Education, 1966-1987)

Year	Accession Range	Total Documents	Documents Filmed *	% Filmed	Total Fiche Cards **	Fiche Per Document	EDRS Price For Backfile MF (@ .082/Fiche) ***
1966-1967	ED-010 000- ED-012 348	2,349	2,347	99.9	4,426	1.89	$ 362.94
1968	ED-012 349- ED-021 151	8,803	6,946	78.9	13,679	1.97	1,121.68
1969	ED-021 152- ED-031 604	10,453	8,331	79.7	15,899	1.91	1,303.73
1970	ED-031 605- ED-042 060	10,456	8,448	80.8	16,188	1.92	1,327.42
1971	ED-042 061- ED-054 390	12,330	9,728	78.9	18,893	2.17	1,549.23
1972	ED-054 391- ED-066 620	12,230	10,079	82.4	19,555	1.94	1,603.52
1973	ED-066 621- ED-080 787	14,167	11,623	82.0	17,031	1.47	1,396.54
1974	ED-080 788- ED-095 253	14,446	12,175	84.3	17,800	1.46	1,459.60
1975	ED-095 254- ED-110 594	15,341	13,390	87.3	19,938	1.49	1,634.93
1976	ED-110 595- ED-127 413	16,819	14,660	86.8	20,891	1.43	1,713.07
1977	ED-127 414- ED-142 684	15,271	13,842	90.6	19,911	1.44	1,632.72
1978	ED-142 685- ED-157 987	15,303	14,196	92.8	20,689	1.46	1,696.50
1979	ED-157 988- ED-174 743	16,756	15,816	94.4	22,378	1.41	1,834.99
1980	ED-174 744- ED-190 736	15,993	15,436	96.5	22,645	1.47	1,856.89
1981	ED-190 737- ED-205 670	14,934	14,459	96.8	21,233	1.47	1,741.10
1982	ED-205 671- ED-219 495	13,825	13,203	95.5	19,213	1.46	1,575.45
1983	ED-219 496- ED-233 122	13,627	13,099	96.1	18,772	1.43	1,539.32
1984	ED-233 123- ED-247 369	14,247	13,977	98.1	19,651	1.41	1,611.38
1985	ED-247 370- ED-260 172	12,803	12,609	98.5	17,636	1.40	1,446.14
1986	ED-260 173- ED-272 646	12,474	12,220	98.0	16,630	1.36	1,363.50
1987	ED-272 647- ED-284 955	12,309	12,069	98.7	16,264	1.35	1,336.65
	TOTALS	**277,909**	**248,653**	**89.5**	**379,322**	**1.53**	$31,107.30

*Includes Level 1 (microfiche and paper copy) and Level 2 (microfiche only) accessions. Does not include Level 3 accessions (i.e. those not reproduced by ERIC). Level 3 accessions (once as high as 21%) are currently running at less than 3% of total accessions.

**The majority of documents (about 65%) fit on one microfiche (98 frames). The average number of microfiche per ED accession is currently running stable at 1.4 fiche per accession.

***The price of $.082 per fiche card was effective October 1, 1987. Additional price increases are in process.

ERIC Telephone Directory

ERIC Ready Reference #12
July 1988

Product or Service	Organization	Telephone Number
• **Abstract Journal Subscriptions**		
- *Resources in Education (RIE)*	U.S. Government Printing Office (GPO)	(202) 783-3238 (DC)
- *Current Index to Journals in Education (CIJE)*	Oryx Press	(800) 457-ORYX (602) 254-6156 (Arizona)
• **CD-ROM (ERIC on CD-ROM compact disks)**	DIALOG Information Services	(415) 858-3792 (800) 3-DIALOG (California)
	Online Computer Library Center (OCLC)	(800) 848-5878 (x6287) (800) 848-8286 (x6287) (Ohio)
	SilverPlatter Information Services	(617) 239-0306 (Massachusetts)
• **Computer Searches (of ERIC database)**	**See organizations listed in:** *Directory of ERIC Information Service Providers* (Available from ERIC Clearinghouses or ERIC Facility)	—
• **Database Information (ERIC machine-readable database)**	ERIC Processing and Reference Facility	(301) 656-9723 (Maryland)
• **Digests (ERIC Digests online - full text)**		
- General Information	ERIC Clearinghouse on Elementary and Early Childhood (PS)	(217) 333-1386 (Illinois)
- ED-LINE Subscriptions	ED-LINE	(703) 528-5840 (Virginia)
• **Document Delivery**		
- To Obtain ERIC Documents (paper copy or microfiche)	ERIC Document Reproduction Service (EDRS)	(800) 227-ERIC (Virginia) (703) 823-0500 (Virginia)
- To Obtain ERIC Journal Articles	UMI Article Clearinghouse	(800) 732-0616 (Michigan)
• **Government Programs and Publications (information about)**		
- Office of Educational Research and Improvement (OERI)	Office of Educational Research and Improvement (OERI)	(800) 424-1616 (DC)
- Educational Resources Information Center (Central Office)	Educational Resources Information Center (Central Office)	(202) 357-6289 (DC)
• **Magnetic Tapes (ERIC on tape)**	ERIC Processing and Reference Facility	(301) 656-9723 (Maryland)
• **Microfiche Subscriptions**	ERIC Document Reproduction Service (EDRS)	(800) 227-ERIC (Virginia) (703) 823-0500 (Virginia)
• **Online Access to ERIC (ERIC online)**	DIALOG Information Services	(415) 858-3792 (800) 3-DIALOG (California)
	BRS Information Technologies	(518) 783-7251 (New York) (800) 345-4BRS
	ORBIT Information Services	(703) 442-0900 (Virginia) (800) 421-7229
• **Question-Answering (in specialized subject matter areas)**	ERIC Clearinghouses (Arranged Alphabetically):	
	- Adult, Career, and Vocational Education (CE)	(614) 486-3655 (Ohio) (800) 848-4815
	- Counseling and Personnel Services (CG)	(313) 764-9492 (Michigan)
	- Educational Management (EA)	(503) 686-5043 (Oregon)
	- Elementary and Early Childhood Education (PS)	(217) 333-1386 (Illinois)
	- Handicapped and Gifted Children (EC)	(703) 620-3660 (Virginia)
	- Higher Education (HE)	(202) 296-2597 (DC)
	- Information Resources (IR)	(315) 443-3640 (New York)
	- Junior Colleges (JC)	(213) 825-3931 (California)
	- Languages and Linguistics (FL)	(202) 429-9551 (DC)
	- Reading and Communication Skills (CS)	(812) 335-5847 (Indiana)
	- Rural Education and Small Schools (RC)	(304) 347-0400 (West Virginia)
	- Science, Mathematics, and Environmental Education (SE)	(614) 292-6717 (Ohio)
	- Social Studies/Social Science Educaiton (SO)	(812) 335-3838 (Indiana)
	- Teacher Education (SP)	(202) 293-2450 (DC)
	- Tests, Measurement, and Evaluation (TM)	(202) 342-5060 (DC)
	- Urban Education (UD)	(212) 678-3433 (New York)
• **Statistics (education statistics)**	Center for Education Statistics (CES)	(800) 424-8616 (202) 626-9854 (DC)
• **Submitting Documents to ERIC (for consideration)**	ERIC Processing and Reference Facility - Acquisitions Department	(301) 656-9723 (Maryland)
• **Thesaurus of ERIC Descriptors**	Oryx Press	(800) 457-ORYX (602) 254-6156 (Arizona)

FIRST SCREEN

```
   Smartcom II                Hayes Microcomputer Products, Inc.

1. Begin Communication  *. Receive File          7. Change Printer Status  (OFF)
2. Edit Set             *. Send File             *. Select Remote Access   (OFF)
3. Select File Command  6. Change Configuration  9. Display Disk Directory (OFF)
A,B,C,D - Change Drive                           0. End Communication/Program
                        Press F2 For Help
Enter Selection: 1      Press F1 To Return On-Line
```

Dials or answers phone with Smartmodem

[USER SELECTS OPTION 1 TO BEGIN COMMUNICATION]

SECOND SCREEN

```
   Smartcom II                Hayes Microcomputer Products, Inc.

1. Begin Communication  *. Receive File          7. Change Printer Status  (OFF)
2. Edit Set             *. Send File             *. Select Remote Access   (OFF)
3. Select File Command  6. Change Configuration  9. Display Disk Directory (OFF)
A,B,C,D - Change Drive                           0. End Communication/Program
                        Press F2 For Help
Enter Selection: 1      O(riginate, A(nswer, D(ata: O
Enter Label: Z          (301) 656-5558

Communication Directory:

 A - CompuServe Direct      J - OAG EE Telenet       S - CompuServe Datapac
 B - CompuServe Telenet     K - OAG EE Tymnet        T - DJN/R Datapac
 C - CompuServe Tymnet      L - OAG EE UNINET        U - KNOWLEDGE INDEX Data
 D - DJN/R Telenet          M - THE SOURCE Direct    V - OAG EE Datapac
 E - DJN/R Tymnet           N - THE SOURCE Telenet   W - THE SOURCE Datapac
 F - DJN/R UNINET           O - THE SOURCE UNINET    X - TEST SET
 G - KNOWLEDGE INDEX Tel    P - Transet Mailbox      Y - REMOTE ACCESS
 H - KNOWLEDGE INDEX Tym    Q -                      Z - Standard Values
 I - MCI Mail               R -
```

[USER TYPES: ORIGINATES TRANSMISSION]

[USER TYPES: PHONE NUMBER FOR MULTILINK DIALING]

THIRD SCREEN

10:20 am Tuesday September 13, 1988

MLBBS Version 1.74 (C) 1983,1984 The Software Link, Inc.

Connected 09-13-1988 10:27:04

Welcome to the ERIC Network MultiLink Bulletin Board!

Use CTRL-S to pause a listing; any other key to abort.

NOTE CAREFULLY THAT ALL COMMANDS MUST BEGIN WITH A PERIOD!

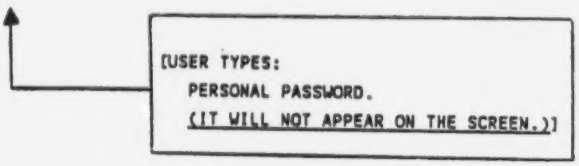
**** TYPE .NEW FOR ERIC NETWORK NEWS RELEASES ***

Please enter your first and last name: Elizabeth Pugh

Your name is ELIZABETH PUGH. Is that correct? y

Thank you, Elizabeth. Please stand by...
Checking user file...

?



THE UNIVERSITY OF LEEDS

BEI **British Education Index**
The Brotherton Library
Leeds
LS2 9JT
Tel (0532) 431751 ext ~~439~~/6102
15th February 1988

Dear Ted,

As you know we have been holding up progress reports on the Index online service until we had something definite to report. We have now received a letter from Dona Holloway saying the they intend to make our database available for public use from June 1988. Our complete files will be put up for experimental use as soon as we can get them into the hands of DIALOG, and Phil Sheffield will be attending to this in the near future. DIALOG appears to have had a certain amount of trouble (some of it their own making) in putting together files from three different origins, and making allowance for certain local practices, which is understandable enough. However it would appear that they have done this at last. We have no details of the service yet, but we will forward all information to you as soon as it becomes available.

We have scheduled publication of British Education Thesaurus (BET) for the first week of July, and we will forward a copy to each member of the InterEd Group as soon it is ready. We hope for a volume of c.400 pages containing the alphabetical listing of descriptors together with the rotated display, and we will price it at about £40-00 (postage included). Joan Marder has a deadline of mid-March for final adjustments, so she will have her hands full for the next few weeks.

Best wishes to all,

J.R.V. Johnston

Ted Brandhorst
Director
ERIC Processing and Reference Facility
cc Elizabeth Oley
Maureen Davis
Joan Marder
Phil Sheffield

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ANNOUNCEMENTS

BRITISH EDUCATION INDEX Online in August

This month you will have access to a new international education resource on DIALOG when **BRITISH EDUCATION INDEX (File 121)** goes online. All aspects and fields of education from preschool to adult and higher education are represented in the database. The file consists of two subfiles: British Education Index (BEI) contains bibliographic references to significant journal literature relating to education and the teaching of curricular subjects, and British Education Theses Index (BETI) contains citations for theses relevant to education that have been accepted and deposited at U.K. and Irish universities and polytechnic institutions. (About 20 percent of the records are from the BETI subfile.) BEI corresponds to the printed *British Education Index*, and BETI to the microfiche *British Education Theses Index*.

BEI is produced by the University of Leeds, which assumed responsibility for the data from the British Library in 1986. BETI is produced by the Librarians of Institutes and Schools of Education. Data for the BEI subfile come from over 250 English-language periodicals published in the British Isles and from certain internationally published periodicals. The broad subject and geographical coverage of the indexed literature ranges from topics such as the cost-effectiveness of educational radio in Nepal to teacher education in England and Wales.

Uses. Records in BRITISH EDUCATION INDEX have applications to educational research, curriculum planning and evaluation, educational management, professional development, and many other education-related areas. The following is a sampling of the varied specialty fields available for searching in the file:

- Teacher appraisal
- Computers in education
- Peer teaching
- Teacher education
- Special education needs
- Second language learning
- Multicultural education
- University admission criteria
- Community education

Search Highlights. Both BEI and BETI records may be searched together, or a search may be restricted to one of the subfiles. To specify results from the BEI subfile, SELECT terms or set numbers with the /NOTHESES suffix; for records from only the BETI subfile, use the /THESES suffix, e.g.,

```
?SELECT PHYSICAL(W)EDUCATION/ NOTHESES
?SELECT S1/THESES
```

Each of the subfiles can also be specified with the Subfile (SF=) prefix; both abbreviations (BEI and BETI) and full names are indexed, e.g.,

```
?SELECT PHYSICAL(W)EDUCATION
  AND SF=BRITISH EDUCATION INDEX
?SELECT S1 AND SF=BETI
```

Full bibliographic information is provided for each record. All of the key elements needed to identify a particular publication are searchable. Records include basic information such as author, title, journal name, publisher, country and date of publication, and International Standard Serial Number (ISSN) or International Standard Book Number (ISBN). Conferences can be searched by title with the CT= prefix and individual words from the title.

Subject access is available with descriptors (/DE), which are indexed by individual words and by complete phrases. Another form of subject indexing is identifiers (/ID), which are noncontrolled (not from a predetermined vocabulary list) terms such as country names cited in the record or other subject terminology.

Figure 9 is a sample record from BRITISH EDUCATION INDEX.

Details. BRITISH EDUCATION INDEX begins with approximately 46,000 records, of which approximately 37,000 records are in the British Education Index subfile from 1976 forward, and 9,000 records are in the British Education Theses Index from 1950 forward. The BEI subfile will be updated quarterly with approximately 1,000 records per update; BETI will be updated annually with about 1,000 records per year. The price for searching the file is $0.75 per minute ($45 per hour) and $0.25 per full record TYPEd, DISPLAYed, or PRINTed. The file will be available thru gh the Classroom Instruction Program. It is being added to the EDUCAT (Education), INFOSCI (Libra and Information Science), LANGUAC (Language and Linguistics), PSYCH (Psychology), and SOCSCI (Social Science) categories for use with DIALINDEX℠ and Or.eSearch.℠ A Bluesheet for File 121 is included with this month's CHRONOLOG. □

Figure 9. BRITISH EDUCATION INDEX (File 121) Sample Record

```
00101254   SUBFILE: British Education Index (BEI)
   From visions to realities changing conditions for the Danish teaching profession throughout
 the 1980s
   Wagner Kurt
   European Journal of Education; Vol.21,no.2:86
   1986
   LANGUAGE: English COUNTRY OF PUBLICATION: England
 NOTES:
   Primary Secondary Education, Higher Education
 DESCRIPTORS: Educational Policy; Teaching Profession; Teacher Education; Teacher Supply
and Demand
 IDENTIFIERS: Denmark
```

DIALOG

121

BRITISH EDUCATION INDEX

Information Retrieval Service

FILE DESCRIPTION

BRITISH EDUCATION INDEX (BEI) is the database equivalent of the printed *British Education Index* (BEI) and the microfiche *British Education Theses Index* (BETI). BEI contains the subject descriptions of, and bibliographic references to, significant journal literature relating to education and the teaching of curricular subjects, while BETI similarly indexes thesis literature. The files form part of ERIC International, a cluster of educational databases comprising the British, Australian, and Canadian education indexes.

SUBJECT COVERAGE

The database covers all aspects and fields of education from preschool to adult and higher education, normally qualified by age or educational levels. The range of interests within indexed journals results in broad subject and geographical coverage. Among the more popular, general indexing terms are the following:

- Cognitive Development
- Computer Assisted Learning
- Curriculum
- Educational Policy
- Educational Psychology
- Educational Technology
- English (Second Language)
- Language Acquisition
- Management in Education
- Multicultural Education
- Physical Education
- Science Education
- Special Educational Needs
- Teacher Education

SOURCES

BEI attempts to list every significant article of permanent educational interest appearing in over 250 English-language periodicals published in the British Isles and in certain internationally published periodicals. The number of journals and the type of literature indexed are subject to constant evaluation and expansion. BETI records all theses relevant to education accepted and deposited at UK and Irish universities and polytechnics.

DIALOG FILE DATA

Inclusive Dates:	**BEI:**	1976 to the present
	BETI:	1950 to the present
Update Frequency:	**BEI:**	Quarterly (approximately 1,000 records per quater)
	BETI:	Annually (approximately 1,000 records per year)
File Size:		46,000 records as of July 1988

ORIGIN

BEI is produced by the University of Leeds, which assumed responsibility for the data from the British Library in 1986. BETI is produced by the librarians of institutes and schools of education.

Questions concerning file content should be directed to:

The Editor
British Education Index
The Brotherton Library
The University of Leeds
Leeds LS2 9JT
United Kingdom

Telephone: 0532-431751
Telex: 556473 UNILDS G

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No special terms or conditions.

(August 1988)

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FILE 121

BRITISH EDUCATION INDEX
DIALOG FILE 121

SAMPLE RECORDS

BEI RECORD

DIALOG Accession Number
00132522 SUBFILE: British Education Index (BEI) — SF=
Introducing computer-based learning — /TI
AU= Laurillard Diana
JN= Open Learning; Vol.1,no.1:Feb 86
PUBLICATION YEAR(S): 1986 — PY=
PHYSICAL DESCRIPTION: p10-12
LA= LANGUAGE: English COUNTRY OF PUBLICATION: England — CP=
NOTES:
/NT Adult Education
DESCRIPTORS:
Industry and Education; Computer Assisted Learning; Teaching Methods — /DE

BETI (THESIS) RECORD

DIALOG Accession Number
00008551 SUBFILE: British Education Theses Index (BETI) — SF=
Children's use of context in reading — /TI
AU= Potter F.N.
Thesis (Ph.D.) - Leicester, 1982
PUBLICATION YEAR(S): 1982 — PY=
DESCRIPTORS:
Reading - Research; Reading - Tests and Scales — /DE

SEARCH OPTIONS

BASIC INDEX

SEARCH SUFFIX+	DISPLAY CODE	FIELD NAME	INDEXING	SELECT EXAMPLES
/DE	DE	Descriptor[1]	Word & Phrase	S TEACHING(W)METHODS/DE S COMPUTER ASSISTED LEARNING/DE
/ID	ID	Identifier[2]	Word & Phrase	S PROFICIENCY(W)TEST?/ID S RASCH MODEL/ID
/NA	NA	Named Person[3]	Word	S (AKROYD(W)EDWARD)/NA
/NT	NT	Note	Word	S ADULT(W)EDUCATION/NT
/TI	TI	Title	Word	S COMPUTER(W)BASED(W)LEARNING/TI

+If no suffix is specified *all* Basic Index fields are searched.
[1]Also /DF.
[2]Also /IF.
[3]Also searchable using NA=.

BRITISH EDUCATION INDEX
DIALOG FILE 121

FILE 121
(August 1988)

ADDITIONAL INDEXES

SEARCH PREFIX	DISPLAY CODE	FIELD NAME	INDEXING	SELECT EXAMPLES
—	AN	DIALOG Accession Number		
AU=	AU	Author	Phrase	S AU=LAURILLARD DIANA?
BN=	BN	International Standard Book Number (ISBN)	Phrase	S BN=0112703976
CA=	CA	Classification Number	Phrase	S CA=BF318
CP=	CP	Country of Publication	Word & Phrase	S CP=ENGLAND S CP=GERMANY, WEST
CS=	CS	Corporate Source	Word	S CS=(ADULT(W)EDUCATION(W)INSTITUTE)
CT=	CT	Conference Title	Word	S CT=(INTERNATIONAL(W)HEALTH(W)EXHIBITION)
ED=	ED	Edition	Word	S ED=YOUTH
—	FN	File Name		
JN=	JN	Journal Name	Phrase	S JN=OPEN LEARNING
LA=	LA	Language	Phrase	S LA=ENGLISH
NA=	NA	Named Person[4]	Phrase	S NA=ARNOLD MATTHEW?
PU=	PU	Place of Publication, Name of Publisher	Word	S PU=(ALLEN(1N)UNWIN)
PY=	PY	Publication Year	Phrase	S PY=1986
SF=	SF	Subfile	Phrase	S SF=BEI
—	SO	Source[5]		
SN=	SN	International Standard Serial Number (ISSN)	Phrase	S SN=30764133
UD=	—	Update	Phrase	S UD=9999

[4]Also searchable using /NA.
[5]Display varies according to document type.

LIMITING

Sets and terms may be limited by Basic Index suffixes, i.e., /DE, /DF, /ID, /IF, /NA, /NT, /TI, e.g., S S3/TI), as well as by the features listed below:

SUFFIX	FIELD NAME	EXAMPLES
None	DIALOG Accession Number	S S3/00013347-99999999
None	Publication Year	S S5/1986:1988
/THESES	Theses (BETI) records	S S7/THESES
/NOTHESES	Non-theses (BEI) records	S S9/NOTHESES

SORTING

SORTABLE FIELDS	EXAMPLES
Online (SORT) and offline (PRINT) AN, AU, JN, PY, TI	SORT S5/ALL/AU/PY,D PRINT S7/5/ALL/AU/TI

OUTPUT OPTIONS[†]

USER-DEFINED FORMAT OPTIONS

User-defined formats may be specified using the display codes indicated in the Search Options tables, e.g., TYPE S3/AU,TI,SO/1-5.

PRE-DEFINED FORMAT OPTIONS

NUMBER	RECORD CONTENT
Format 1	DIALOG Accession Number
Format 2 and 5	Full Record
Format 3	Bibliographic Citation
Format 6	Title
Format 8	Title and Indexing
Format K	KWIC (Key Word in Context) displays a window of text; may be used by itself or with another format

DIRECT RECORD ACCESS

FIELD NAME	EXAMPLES		
DIALOG Accession Number	TYPE 00132522/5	DISPLAY 00008795/AU,TI	PRINT 00122644/5

[†]TAG may be used for tagged fields, e.g., TYPE S3/3,DE/1-5 TAG.

CANADIAN EDUCATION ASSOCIATION

ASSOCIATION CANADIENNE D'ÉDUCATION

July 15, 1988

Dear Inter-Ed

Humble apologies for the long deep silence from Canada on the CEI and our Database Project. I have been hoping to be able to write to you with some resolution of our attempts to get on-line for over a year, but that goal has been very elusive -- until recently. We finally have a rather unexpected conclusion to what has been a five-year project!

We have had an offer from Micromedia Ltd., a small commercial Canadian database producer, to take over the Canadian Education Index and the Directory of Education Studies in Canada. Micromedia is well-known in Canada for its corner on the Canadian information market in that they already produce the Canadian Business Index, Canadian News Index, Canadian Statistics Index, Canadian Magazine Index, and Microlog (government documents). And now, they will be adding the Canadian Education Index to this list.

The last several months have been spent negotiating a transfer agreement with them which is to go into effect on August 1, 1988. I will be going to Micromedia as CEI Editor to assist in the transition.

The essential ingredients of the transfer agreement are:

1) Micromedia will catch up the backlog of CEI indexing (now about 1½ yrs.) within one year of the transfer.

2) Micromedia will offer the database to several on-line vendors. DIALOG has already indicated an interest, and attempts will be made to place the database on a vendor system offering French language access to users.

3) Micromedia will use the bilingual Canadian Education Thesaurus (draft to be ready Sept. 1st 1988) as the indexing authority for CEI data as soon as it can be applied to the beginning of an annual volume. Unfortunately, due to the way Micromedia will be tackling the backlog, it will be mid 1989 before the CET becomes the functioning authority for CEI data. Furthermore, under our agreement, Micromedia isn't obligated to publish for distribution the first editon of the CET until the first cumulation it supports is in print (mid 1990).

Suite 8-200, 252 Bloor Street West, Toronto, Ontario M5S 1V5 (416) 924-7721

4) Micromedia will continue to produce a print product.

5) Micromedia will incorporate the Directory of Education Studies in Canada (principally graduate theses in education) into the Canadian Education Index and discontinue the Directory as a separate title.

6) Micromedia will offer document delivery for as many CEI database materials as they have copyright clearance to reproduce.

7) Brief annotations will be introduced for all database materials (except book reviews) once the backlog has been eliminated.

8) Micromedia will introduce a CEI CD-ROM product within about two years of the transfer.

9) Micromedia would like the Canadian Education Association to use its contacts to encourage the continued co-operation of the education community with Micromedia as the new publisher of CEI.

10) An Editorial Advisory Committee (max. 9 individuals) will be selected by the CEA to advise both CEA and Micromedia on issues relating to the quality and content of, and access to, CEI data.

These terms will accomplish all of the aspirations (and more) that we had for CEI under the Database Project, as well as eliminating the oppressive backlog that has developed because of the project.

We had certainly never expected to be transferring the Index and Directory to another organization as part of the project, let alone to a commercial interest. Briefly, I'll describe how this came about.

A report had been put before the CEA Board last September proposing that we produce the Index in-house on a microcomputer system. The estimates suggested that this would cost in the environs of $250,000 per year (the first year would be slightly more because of equipment acquisitions). The prospect of raising this kind of money, and on an on-going basis, was never that encouraging, especially given the politics, in Canada, of a national project in an area that is constitutionally provincial. However, we began to make contact with pertinent funding programs and to draft letters.

Late in 1987, three commerical database producers, who had been aware of our project for some time, approached the Association with proposals. Two of these offers were straight fee-for-service arrangments which would still have required the Association to secure substantial annual funding to cover the fees. Micromedia, the third firm, offered to take over the CEI at no cost to the Association.

Given the backlog problem, the anticipated struggle for adequate funds, and sheer project fatigue (from five years of the Database Project), Micromedia's offer was a welcome one. Micromedia will be making a substantial investment in the CEI. It is expected to operate at a loss for a time following the transfer, but Micromedia feels they can bring the CEI up to self-sufficiency.

I'm quite optimistic that the transfer to Micromedia could be advantageous for Inter-Ed. Micromedia is the (contractual) DIALOG customer service representative for Canada, and they already have a file on the DIALOG system - Canadian Business and Current Affairs - which is a combination of two of their print indexes. As added encouragement, we wrote Inter-Ed into our agreement with Micromedia:

> "As producer of the CEI, Micromedia will continue to participate in the information-sharing and development initiatives undertaken by the Inter-Ed group, comprising of the American ERIC system, the British Education Index, CEI and the Australian Education Index."

Micromedia plans to have our retrospective data converted to an intermediate file format by June 1989. At that time (if not before), they will begin to offer the file to vendors. I know Micromedia will be interested to know, in this regard, if "International ERIC" is still a possibility - otherwise the CEI will probably be subfiled under a Micromedia database.

Since our initial meeting, we've all been rather absorbed with our various evaluations, thesauri, database mountings, on-line projects and new services. Do you think there might be scope in 1989 to reconsider comparing our field-by-field coding idiosyncracies toward some common ground?

Sorry I've been poor about communicating, but at long last there's something to say.

Yours truly

Maureen

Maureen Davis
Index Editor

P.S. My future address is:

Maureen Davis
CEI Editor
Micromedia Ltd.
158 Pearl St.
Toronto, Ont.
Canada M5H 1L3
(416) 593-5211

The Oryx Press
Suite 103
2214 North Central at Encanto
Phoenix, Arizona 85004
(602) 254-6156

August 15, 1988

CIJE SOURCE JOURNAL UPDATE
SEP88

Additions

EA Journal of Curriculum and Supervision

IR Library Administration & Management
IR Information Management Review
IR RSR Reference Services Review

TM Applied Psychological Measurement

SE Journal of Agronomic Education (JAE)
SE Children and Animals

UD Sage: A Scholarly Journal on Black Women

Deletions

EA Administrator's Notebook
EA American School and University
EA Canadian Administrator
EA Government Union Review
EA Independent School
EA Issues in Education
EA Journal of Educational Administration and History
EA Journal of Educational Public Relations

UD Child and Youth Services
UD Journal of Educational Equity and Leadership

IR Perspectives in Computing

SE Aerospace
SE Alternatives
SE Conservationist
SE Geotimes
SE High School Journal
SE Impact of Science on Society
SE National Wildlife
SE Professional Engineer
SE SASTA Journal
SE Sea Frontiers
SE Studies in Science Education

Telephone: (602) 254-6156 • Telex: 910-951-1333 • Cable Address: ORYXPHX • Alanet: ALA 0978 • Source: BCJ 387

The Oryx Press
Suite 103
2214 North Central at Encanto
Phoenix, Arizona 85004
(602) 254-6156

CIJE SOURCE JOURNAL UPDATE
SEP88 (Continued)

NAME CHANGES

IR Top of the News to Journal of Youth Services in Libraries

There was some discussion at the Tech meeting about including the dates of coverage for each journal in the Source Journal Index. However, there is still some question as to exactly what date information should be included and why. --Should the first journal date (volume and number, etc.) be used or should the date when a clearinghouse began indexing the journal be used? And to whom will this information be useful and why?

If you have any ideas about this matter, please let me know.

Magon Kinzie
CIJE Coordinator

Telephone: (602) 254-6156 • Telex: 910-951-1333 • Cable Address: ORYXPHX • Alanet: ALA 0978 • Source: BCJ 387

*** CIJE MONTHLY REPORT - SEP88 I.CIJE1 ***08:38:30 08 AUG 1988 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	109	25	21	814
CG	163	16	0	1546
CS	136	10	15	1250
EA	137	9	0	881
EC	160	16	26	1532
FL	65	7	5	587
HE	116	17	0	1316
IR	135	29	3	1082
JC	35	4	0	226
PS	80	8	0	685
RC	5	1	0	236
SE	183	21	29	1286
SO	152	19	15	1083
SP	47	7	0	668
TM	122	15	0	352
UD	76	13	0	533
GRAND TOTALS	1721	217	114	14077

RIE INPUT BY CLEARINGHOUSE (RIEMAY88)

CH	RECEIVED	TRANSFERRED IN FROM PREVIOUS MONTHS	TRANSFERRED OUT TO OTHER ISSUES OR DELAYED	REMOVED (DUPS, REJECTS, ETC.)	NET TOTAL TO RIE THIS ISSUE	GRAND TOTAL TO RIE YEAR-TO-DATE
AA	1	-	-	-	1	5
CE	132	-	-	-	132	582
CG	72	-	1	-	71	322
CS	1	63	1	-	63	383
EA	44	-	-	-	44	203
EC	81	-	5	-	76	350
FL	43	-	1	-	42	244
HE	80	-	4	1	75	432
IR	75	-	4	-	71	397
JC	49	-	1	-	48	179
PS	64	1	3	1	61	330
RC	36	-	-	1	35	184
SE	79	-	3	-	76	333
SO	68	3	-	2	69	290
SP	66	-	1	1	64	304
TM	15	42	14	1	42	231
UD	38	-	-	3	35	233
TOTALS	944	+109	-38	-10	= 1,005	5,002

ATTACHMENT 11(A)
(Page 1 of 3)

RIEMAY88

REMOVE LIST (48)

A. Duplicates (8)*

1. Resubmission of Clearinghouses Own Input (2)

Duplicates Detected	Duplicate of	Originally Announced in RIE	Detected By
SP 029 784	ED 255 483/SP 025 853	AUG85	FAC
UD 025 965	ED 200 686/UD 021 336	AUG81	FAC

2. Duplicates Appearing in RIE Three Months or More Ago (2)

Duplicates Detected	Duplicate of	Originally Announced in RIE	Detected By
RC 016 507	ED 272 644/UD 025 046	DEC86	FAC
UD 025 955	ED 283 633/RC 016 218	NOV87	FAC

3. Duplicates Appearing in March, April, May (3)

Duplicates Detected	Duplicate of	Originally Announced in RIE	Detected By
HE 020 850	ED 289 529/JC 870 436	MAY88	FAC
TM 870 790	ED 289 240/EA 019 766	MAY88	FAC
UD 025 939	ED 289 622/PS 017 067	MAY88	FAC

*Included in count: SO 018 815 duplicate of EJ 269 218-229 (JAN83 CIJE)

4. Total Duplicates for 1988 through Latest Issue = 46

B. Removes (2)

Accession Removed	Reason for Removal
PS 016 920	Pulled by Clearinghouse
SO 018 799	Pulled by Clearinghouse

C. Delays (38)

Accession Removed	Delayed/Moved to
CG 020 395	Delayed - Pagination problem
CS 505 794	Delayed - Type size
EC 201 229 - 233	Delayed - Serial--newsletter
FL 017 091	Delayed - Cataloging information needed
HE 021 017	Delayed - Pagination problem (oversize)
HE 021 020	" " " (pamphlet insert)
HE 021 024	" - Pagination problem
HE 021 026	" - " " (brochures)
IR 012 927	Delayed - Pagination problem (pages out of order)
IR 012 929	" - Replacement copy needed
IR 012 981	" - Related to IR 013 148
IR 052 083	" - Processing problem
JC 870 549	Delayed - Institutional code problem
PS 016 869	Delayed - Information needed concerning availability and clarification as to completeness of document
PS 017 004	Delayed - Permission sticker needed
PS 017 014	" - Related document in a later issue
SE 048 833	Delayed - Processing problem
SE 048 834 - 835	" - Related to SE 048 833
SP 029 571	Delayed - Title problem
TM (14 documents, week 4)	Moved to June

RIE INPUT BY CLEARINGHOUSE (RIEJUN88)

CH	RECEIVED	TRANSFERRED IN FROM PREVIOUS MONTHS	TRANSFERRED OUT TO OTHER ISSUES OR DELAYED	REMOVED (DUPS, REJECTS, ETC.)	NET TOTAL TO RIE THIS ISSUE	GRAND TOTAL TO RIE YEAR-TO-DATE
AA	2	-	-	-	2	7
CE	98	4	1	1	100	682
CG	73	1	9	1	64	386
CS	81	-	5	1	75	458
EA	40	-	-	-	40	243
EC	80	1	1	1	79	429
FL	31	-	-	-	31	275
HE	79	-	1	-	78	510
IR	73	2	-	-	75	472
JC	38	-	12	-	26	205
PS	55	-	2	2	51	381
RC	28	-	4	-	24	208
SE	35	3	-	-	38	371
SO	66	-	7	1	58	348
SP	62	-	1	-	61	365
TM	35	14	4	-	45	276
UD	28	-	2	1	25	258
TOTALS	904	+25	-50	-8	= 872	5,874

RIEJUN88

REMOVE LIST (58)

A. Duplicates (7)

1. Resubmission of Clearinghouses Own Input (5)

Duplicates Detected	Duplicate of	Originally Announced in RIE	Detected By
CE 049 396	ED 251 681/CE 040 304	MAY85	FAC
CG 020 464	ED 281 078/CG 019 811	SEP87	FAC
EC 201 723	ED 269 944/EC 182 730	OCT86	FAC
PS 016 999	ED 265 922/PS 015 374	JUN86	FAC
UD 025 731	ED 284 927/UD 025 664	DEC87	FAC

2. Duplicates Appearing in RIE Three Months or More Ago (1)

Duplicates Detected	Duplicate of	Originally Announced in RIE	Detected By
SO 018 789	ED 277 337/IR 012 418	MAY87	FAC

3. Duplicates Appearing in April, May, June (1)

Duplicates Detected	Duplicate of	Originally Announced in RIE	Detected By
PS 017 072	ED 289 136/CG 020 403	MAY88	FAC

4. Total Duplicates for 1988 through Latest Issue = 53

B. Removes (1)

Accession Removed	Reason for Removal
CS 506 030	Overlayed record- Must be re-transmitted

C. Delays (50)

Accession Removed	Delayed/Moved to
CE 049 271	Delayed - Processing problem
CG 020 482-490	Delayed - Documents in a series need to be re-arranged and new abstracts prepared
CS 009 006	Delayed - Abstract problem
CS 009 008	" - " "
CS 211 006	" - Large portion of document not reproducible
CS 211 025	" - Processing problem
CS 211 029	" - Level 3 availability information needed
EC 201 770	Delayed - Serial, non-theme issue
HE 021 139	Delayed - Missing pages
JC 880 045-052	Delayed - Serial
JC 880 053-056	" "
PS 016 672	Delayed - Pagination problem (packets)
PS 017 127	" - Cataloging problem
RC 016 547) RC 016 548) RC 016 553) RC 016 554)	Delayed - To ensure input for RC while contract being resolved
SO 018 070	Delayed - Cataloging problem
SO 018 363	Moved to May
SO 018 365	Moved to May
SO 018 444	Delayed - Journal article; processing problem
SO 018 519	Delayed - Documentation needed for journal
SO 018 807	" " " for Level 3
SO 018 839	Delayed - Processing problem
SO 019 045	" - " "
SP 029 825	Moved to July
UD 025 986	Delayed - Abstract problem
UD 026 014	Moved to July

RIE INPUT BY CLEARINGHOUSE (RIEJUL88)

CH	RECEIVED	TRANSFERRED IN FROM PREVIOUS MONTHS	TRANSFERRED OUT TO OTHER ISSUES OR DELAYED	REMOVED (DUPS, REJECTS, ETC.)	NET TOTAL TO RIE THIS ISSUE	GRAND TOTAL TO RIE YEAR-TO-DATE
AA	1	-	-	-	1	8
CE	133	2	1	1	133	815
CG	90	-	-	-	90	476
CS	106	-	31	2	73	531
EA	46	-	6	-	40	283
EC	82	1	18	-	65	494
FL	45	-	13	-	32	307
HE	74	-	-	1	73	583
IR	78	-	1	-	77	549
JC	44	-	-	1	43	248
PS	73	1	1	-	73	454
RC	34	-	18	-	16	224
SE	88	-	22	-	66	437
SO	81	-	16	4	61	409
SP	77	2	2	-	77	442
TM	82	-	22	1	59	335
UD	67	1	13	1	54	312
TOTALS	1,201	+7	-164*	-11	= 1,033	6,907

*Includes transfers to August from week 5

RIEJUL88

REMOVE LIST (29)

A. Duplicates (8)

1. Resubmission of Clearinghouses Own Input (3)

Duplicates Detected	Duplicate of	Originally Announced in RIE	Detected By
HE 021 125	ED 253 122/HE 017 764	JUN85	FAC
JC 880 134	ED 282 613/JC 870 267	OCT87	FAC
SO 018 834	ED 174 553/SO 011 901	DEC79	FAC

2. Duplicates Appearing in RIE Three Months or More Ago (3)

Duplicates Detected	Duplicate of	Originally Announced in RIE	Detected By
SO 018 562	ED 286 291/EA 019 696	FEB88	FAC
SO 018 575	ED 286 713/SE 048 371	FEB88	FAC
TM 011 121	ED 288 871/SP 029 671	APR88	FAC

3. Duplicates Appearing in May, June, July (2)

Duplicates Detected	Duplicate of	Originally Announced in RIE	Detected By
CE 049 505	ED 289 946/UD 025 960	MAY88	FAC
UD 026 026	ED 291 679/SP 029 775	JUL88	FAC

4. Total Duplicates for 1988 through Latest Issue = 61

B. Removes (3)

Accession Removed	Reason for Removal
CS 009 027	Overlay of an earlier record
CS 506 030	Overlay of a June record
SO 018 231	Combined with SO 018 230

C. Delays (18)*

Accession Removed	Delayed/Moved to
CE 049 517	Delayed - Processing problem
CS 211 021	Delayed - Related document in August
CS 211 024	" - Processing problem
CS 506 001	" - " "
EC 201 798	Delayed - Parts missing from document
EC 201 799	" - " " " "
EC 201 988	" - Better copy needed
EC 201 989	" - Digest of publication not yet published
FL 017 161	Delayed - Processing problem
FL 017 166	" - Information needed
IR 052 293	Delayed - Pagination problem-oversize chart
PS 017 203	Delayed - Processing problem
SE 048 944	Delayed - Abstract problem
SP 029 895	Delayed - Reproducibility poor
SP 029 926	" - Clearance problem
TM 011 103	Delayed - Several unrelated documents combined into one document; document needs to be separated
TM 011 115	Delayed - One page not reproducible
UD 025 752	Delayed - Processing problem

*To adjust issue size, input(128) for the following Clearinghouses from the shipment of April 29, 1988 for July, Week 5, was transferred to August:

CS	28
EA	6
EC	14
FL	11
SE	21
SO	16
TM	20
UD	12

In addition three shipments (18 documents) from RC/New Mexico were delayed for future issues while contract being resolved.

RIE INPUT BY CLEARINGHOUSE (RIEAUG88)

CH	RECEIVED	TRANSFERRED IN FROM PREVIOUS MONTHS	TRANSFERRED OUT TO OTHER ISSUES OR DELAYED	REMOVED (DUPS, REJECTS, ETC.)	NET TOTAL TO RIE THIS ISSUE	GRAND TOTAL TO RIE YEAR-TO-DATE
AA	1	-	-	-	1	9
CE	117	-	2	-	115	930
CG	72	-	-	-	72	548
CS	88	29	-	1	116	647
EA	46	6	-	1	51	334
EC	61	15	2	-	74	568
FL	67	11	9	1	68	375
HE	79	-	-	-	79	662
IR	83	-	39	-	44	593
JC	53	-	-	-	53	301
PS	57	-	-	-	7	511
RC	25	14	25	-	14	238
SE	63	21	2	-	82	519
SO	65	16	17	2	62	471
SP	59	-	-	-	59	501
TM	65	22	2	3	82	417
UD	42	12	1	1	52	364
TOTALS	1,043	+146*	-99	-9	= 1,081	7,988

*Includes transfers from July, week 5

RIEAUG88

REMOVE LIST (108)

A. Duplicates (7)

1. Resubmission of Clearinghouses Own Input (4)

Duplicates Detected	Duplicate of	Originally Announced in RIE	Detected By
SO 018 696	ED 271 383/SO 017 355	NOV86	FAC
SO 019 055	ED 277 620/SO 017 766	MAY87	FAC
TM 011 224	ED 287 882/TM 870 639	MAR88	FAC
TM 011 244	ED 287 884/TM 870 643	MAR88	FAC

2. Duplicates Appearing in RIE Three Months or More Ago (2)

Duplicates Detected	Duplicate of	Originally Announced in RIE	Detected By
EA 019 894	ED 288 854/SP 029 633	APR88	FAC
TM 011 254	ED 267 873/JC 860 177	AUG86	FAC

3. Duplicates Appearing in June, July, August (1)

Duplicates Detected	Duplicate of	Originally Announced in RIE	Detected By
UD 026 076	ED 292 545/PS 017 209	AUG88	FAC

4. Total Duplicates for 1988 through Latest Issue = 68

B. Removes (2)

Accession Removed	Reason for Removal
CS 506 022	Re-use of accession number (overlay)
FL 017 192	Section 2 of document missing; author refuses to photocopy the section because of its length

C. Delays (99)

Accession Removed	Delayed/Moved to
CE 049 723	Delayed - Pagination problem
CE 049 850	" - Better copy needed
CG 020 667	Delayed - Reproducibility problem
EC 202 054	Moved to September
EC 202 073	Delayed - Processing problem
FL 017 194-202	Delayed - Cataloging problem
IR 013 001-015	Delayed - Related to IR 013 016-107 in later issue
IR 013 160-182	Delayed - Cataloging and institutional problems
IR 052 315	Moved to September - document sent in for both August and September
RC/New Mexico	Shipments of May 3, 10, 18, 24 delayed for future issues while contract is in litigation
SE 048 965	Delayed - Pagination problem
SE 049 019	Delayed - Level 3 not available from source; need processing at level 1 or 2 or delete document
SO 017 773	Delayed - Pulled by monitor
SO 017 789	" - " " "
SO 018 440	" - Scope problem
SO 018 574	" - Pulled by monitor
SO 018 580	" - " " "
SO 018 614	" - Processing problem
SO 018 617-619	" - Related to SO 018 620
SO 018 706	" - Processing problem
SO 018 770	" - " "
SO 018 791-792	" - Scope
SO 018 891	" - "
SO 019 019	" - Processing problem
SO 019 047	" - " "
SO 019 086	" - " "
TM 011 198	Delayed - Pagination problem
TM 011 222	" - " "
UD 026 066	Delayed - Pagination problem

EAB ERIC ADMINISTRATIVE BULLETIN

Volume: 12
Number: 10-11
Date: Oct./Nov. 1988

Educational Resources Information Center, Office of Educational Research and Improvement, Washington, D.C. 20208

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4. ERIC/IR's New Mailing Procedures---Related Forms
5. How to Order Resources in Education (RIE) from GPO---Page in Back of RIE (revised)
6. New ERIC/RC Brochure
7. New CLJE Brochure for 1989 from Oryx Press

8. ERIC: A Resource for Nursing Education (Article by Moira Shannon and Kevin Arundel)

9. Educational Testing Service (ETS)

   A. Test Collection Database Brochure
   B. BRS Instructions for Searching ETS Test Collection Database

Routine/Regular Attachments

10. CIJE Monthly Report

    A. October
    B. November
    C. December

11. CIJE Source Journal Index Update

    A. November 1988
    B. December 1988
    C. January 1989

12. Thesaurus Additions and Changes (Latest Up-to-Date List)

13. Level 3 of Availability of ERIC Documents (1966-1988)

14. Single Frame Resume Statistics for RIE December 1988 and 1988 Cumulatively

15. ERIC Data Elements

    A. Data Element List
    B. Summary Cataloging Instructions
    C. Completed Sample Resumes (Fictitious)

The ERIC Administrative Bulletin (EAB) is prepared by the ERIC Processing and Reference Facility on the basis of material submitted by all components of the ERIC system. EAB articles are reviewed and approved by Central ERIC before publication.

The EAB is intended to be the "journal" of the ERIC system and a major means for the decentralized components of ERIC to communicate and interact with one another. The EAB is also a permanent record reflecting most of the major events in the life of the ERIC system such as personnel changes, Standing Order Customer changes, etc.) and providing in printed form essential documents (such as ERIC policy and priority statements, Clearinghouse scope statement modification, ERIC Processing Manual revisions, etc.). Submissions to the EAB are to be sent (using the standard form) to your respective monitor. The deadline for input to each monthly issue is the 10th of the month.

ACTION ITEMS

PROCESSING ADVISORY:

A. CATALOGING THE EXISTENCE OF LARGE BIBLIOGRAPHIES OR REFERENCE LISTS WITHIN DOCUMENTS

If a document contains or has appended a large bibliography or list of references, this is a useful fact that should be passed along to the user. It is permissible to include such information in either the NOTE Field, e.g.:

"Contains 150 references."

or in the ABSTRACT itself, e.g.:

"Appendix C is an annotated bibliography containing 250 references grouped by books, articles, non-print materials."

or

"Each paper in this proceedings volume cites an extensive list of references; it contains 309 references overall."

or

A suggested reading list is provided containing 50 references to the 'best' and most up-to-date material on nuclear disarmament."

The choice of where to put the information depends on how much you want to say and whether or not what you say fits into the way the abstract is constructed. If an abstract is in the indicative format, delineating the various parts of the document, then it is appropriate to include this information in the abstract. If an abstract is strictly informative, it may be more appropriate to channel this information to brief mention as a phrase in the NOTE field.

Not all references are worth noting. Most documents contain some references. It would not be helpful to note ad infinitum "Contains 2 references," "Contains 3 references," etc. This would enlarge ERIC resumes needlessly and would create a forest of non-useful information. The number of references worth calling attention to is a judgment call on the part of the cataloger and depends to some extent on the specificity or breadth of the topic

under consideration. The only guidance we can offer is that the quantity must be "significant." Certainly anything over 100 would probably fall in this category and anything under 10 probably would not. The range from 11 to 99 is therefore a "gray" area, open to the judgment of the cataloger.

The exact number of references should be cited whenever possible. If the number of references is not stated by the document and the references are not numbered, there may be occasional cases where counting would be excessively onerous and some general order of magnitude may be given, e.g. "Contains approximately 300 references." However, in general, when including information about references at all, it is best to use an exact number.

If a major part of a document consists of a bibliography, you may use the Publication Type for "Bibliography" (131). This should be done only, however, when the document is essentially a bibliography or reference list, with perhaps some explanatory text added.

This advisory is intended to be responsive to the ERIC Steering Committee's interest in more exact guidance in this area. A secondary objective of the Steering Committee was to facilitate online searching for accessions containing significant numbers of references. The above guidance fulfills both these goals. In all the above examples, the phrase "contain(s)(ing)...X references" occurs. Both the NOTE and ABSTRACT fields are now part of the DIALOG Basic Index. Textual searches of the following type will retrieve accessions bearing this phrase, most of which will be documents with significant numbers of references.

S contain? (2W) references

This guidance will be incorporated into the ERIC Processing Manual at the next revision.

...ERIC Technical Steering Committee

B. DISCREPANCIES IN THE NAMES OF PERSONAL AUTHORS

The ERIC Processing Manual (EPM) instructs Clearinghouse catalogers to catalog personal authors on the basis of how the name actually appears on the document. Subsequent advisories urged Clearinghouses to not be misled by what may be written or typed on Reproduction Release Forms. The document should govern. The forms may be filled out by untrained clerical staff. Of course, if documentation associated with a document (e.g., letters of transmittal, Reproduction Releases, etc.) suggests that the author's name may be misspelled in the document, it would be wise to contact the source for clarification. When such errors are discovered after the fact, backfile corrections can be made in the tapes, but the misspelling remains in the printed RIE, on the microfiche header, and in the records of online and CD-ROM vendors.

A recent case involved the name "Rodriguez". The name on the Title Page was written with a "q". The name inside the document was written with a "g". The Reproduction Release supported the "g" form. This is a good example of a situation that should be checked, given the sensitivity of authors about the spelling of their names.

...Carolyn Weller (ERIC Facility)

C. ERIC DATA ELEMENTS--MAKING SURE THEY ARE ALL PRESENT OR ACCOUNTED FOR

When ERIC had a formatted data input form, there were few problems with missing data elements because the form itself served as a reminder or prompt. The space on the form devoted to each data element demanded to be at least considered, if not completed.

Interestingly, now that Clearinghouses have all gone to various automated data input systems, the problem of occasionally missing data elements is more prevalent, at least at some Clearinghouses. The only Clearinghouses free from the problem seem to be those that have devised menu-type systems that automatically prompt the cataloger for every possible data element.

Recognizing the problem, the ERIC Technical Steering Committee has requested that the Facility develop some reminder charts that "list all the ERIC data fields, noting which ones are mandatory...the figure/chart could serve as a reminder or a model for a computer template for processing."

We have done this in the following three ways:

1. Data Element List (EPM Figure V-4)

   We have taken this basic figure from the EPM and enlarged it so that it totally fills an 8-1/2" x 11" page. This figure lists all the ERIC data elements, indicates which are applicable to RIE and which to CIJE, and identifies mandatory data elements. To this figure we have added the identifying keywords for each data element/field.

2. Summary Cataloging Instructions (EPM Figure V-1, p.2)

   This figure consists of the back of the old OCR data entry form, which has a nice set of summary cataloging instructions that includes: maximum characters per entry, maximum entries (i.e., subfields per field), typical entries, and explanatory notes. We have revised this page slightly to bring it up-to-date.

3. Completed Sample Resumes (EPM Figure V-3, A-B)

This figure consists of completed ERIC resumes for both RIE and CIJE. Both resumes are fictional and both exhibit all data elements that are possible for their particular file.

These three figures appear as Attachment 15a-b-c. The Clearinghouse processing staff are requested to (1) put these charts in the hands of each cataloger, indexer, abstractor; and (2) use these charts when developing any menu-type data entry systems.

...Ted Brandhorst (ERIC Facility)

ERIC ELECTRONIC MAIL USERS SHOULD ALWAYS IDENTIFY THEMSELVES AND THEIR CLEARINGHOUSE OR OTHER SYSTEM COMPONENT

There have been many staff changes in the ERIC system across the past year. Electronic mail messages that don't identify themselves by Clearinghouse, or other system component, can be difficult to decipher if the person sending the message is not in the ERIC Telephone Directory. Please include, together with your name, the name of your system component when sending a message, e.g., "John Smith (IR)."

...Pat Brown (ERIC Facility)

RIE AND CIJE DATA AND DOCUMENT TRANSMISSIONS SHOULD BE ON SCHEDULE AND SHOULD AVOID LARGE FLUCTUATIONS IN SIZE

A. Schedule

Each Clearinghouse has been assigned a specific time and day (Tuesday, Wednesday, or Thursday) during which to transmit data to the Facility. (Monday and Friday are allocated for computer activities related to these transmissions.) With 16 Clearinghouses submitting data, it is necessary to follow a set weekly schedule in order to ensure that someone from the Facility computer staff will be available to receive the data, review it as it is transmitted, and handle any problems.

While we realize that on occasion, a Clearinghouse might not be able to meet the regular schedule, Clearinghouses are expected to make every effort to transmit weekly and on time. Because different Clearinghouses have different computer protocols that must be set up at the Facility, Facility staff time is arranged around these schedules and if a Clearinghouse fails either to transmit or is not ready for transmission, some time is lost. Moreover, additional time is required whenever it is necessary to contact a Clearinghouse to find out if an anticipated shipment will be late or not coming at all.

Weekly transmission of CIJE and RIE data is a Clearinghouse contractual requirement and Facility staffing and arrangements are based on the expectation of weekly shipments. In the past, CIJE shipment abstentions have resulted in Clearinghouses having no article records in a given issue of CIJE; Oryx takes the shipments as they are received for processing and is not expected to juggle shipments around so that all Clearinghouses will be represented in an issue. Clearinghouses should, therefore, arrange their in-house processing in order to meet this weekly shipment requirement regularly and on time. If for some reason you must abstain from transmitting or will be delayed in transmitting, then please let the Facility know. Fortunately, most Clearinghouses faithfully meet the schedule and rarely need to abstain or be late.

B. Size of Shipments

Along with regular, scheduled weekly transmissions, shipments of similar size should be the norm as well. Although it is recognized that shipments for either one or both RIE and CIJE may legitimately have some variation in size, the quality of the input generally drops off when larger-than-normal size shipments are processed. This drop-off, in turn, means more work for the editorial staff at the Facility or at Oryx. As for data transmission, editorial staffing at both the Facility and Oryx is based on the expectation of weekly, normal-sized shipments of data. Most Clearinghouses have input projections in their contract that they expect to meet during the year. What typically happens, is that toward the end of the year a Clearinghouse discovers it is under its projections and it then increases its input to meet its in-house goal. When several Clearinghouses do this simultaneously, creating large fluctuations in input, it can cause backups and backlogs at the Facility and at Oryx. As a result, shipments have to be moved around to adjust the size of an issue; such adjustment also takes time away from editing and processing. Clearinghouses are requested, therefore, to keep the size of their shipments as standard as possible throughout the year and not to dramatically increase processing at the end of the year.

...CERIC

PHYSICAL SHIPMENT OF RIE DOCUMENTS TO THE FACILITY--HOW TO SEND

Clearinghouses are expected to ship the documents that correspond to that week's data transmission no later than Friday of that same week. The shipment needs to leave the Clearinghouse by Friday in order to have the weekend for movement through the mails. If a Clearinghouse uses a centralized mailroom, please be certain that your shipment gets to that mailroom in time for the shipment to physically leave on Friday. For some Clearinghouses, this means delivering their shipment by Thursday afternoon to assure that the centralized mailroom will actually get it out on Friday.

All shipments should be sent either by Certified Mail or by a delivery service, such as UPS. Regular First Class should not be used because there is no way of tracing such a shipment if it is lost in transit. Clearinghouses are advised to always include a return address inside the package because wrapping can be torn and/or removed and the return address will help get the documents back to the Clearinghouse. If you use a Jiffy bag, please do not overstuff it so that it will split during shipment. On the other hand, do not use so large a bag that the documents are loose inside because they can shift during shipping and split open the bag. It is best if the documents fit snugly. If you ship in several packages or boxes, please mark "1 of 2" or "2 of 2." Do not use newspapers for filler; the ink from the newspapers can come off on the documents. If you use a box, the documents should be packed tightly so they won't move around inside the box. If they do, pages often get torn. Thanks for your cooperation.

...Carolyn Weller (ERIC Facility)

CIJE INPUT--ORYX PRESS NOTES MOST FREQUENT PROCESSING PROBLEMS

"Since I am in the unique position of seeing all of the CIJE entries sent in by the Clearinghouses, I would like to try to give some constructive feedback to the Clearinghouses once in a while. Because you have no way of knowing what errors come up most frequently in the CIJE computer error report or how many total errors generally occur, I thought it might be helpful if I gave you a few examples of common errors so you can pass the information along to your indexers, catalogers, and annotators.

"Oryx's computer verification program caught 239 errors in the third tape for the November 1988 issue of CIJE (containing a total of 477 entries). This does not include typographical and grammatical errors made in the article title or in the abstract. Most of the 239 errors involved invalid Descriptors and Identifiers.

"Most Descriptor errors arise merely from the use of invalid forms of valid Descriptors or else the use of outdated Descriptors. For example, "Equal Opportunity (Jobs)" should be "Equal Opportunities (Jobs)," "Futures (Of Society)" should be "Futures (of Society)," and "Physically Handicapped" should be "Physical Disabilities."

"Identifier problems usually involve incomplete Identifiers or else terms entered into the Identifier field when they are actually valid Descriptors. example: the Identifier Authority List gives "University of Tulsa OK" as a valid Identifier and therefore any deviation from this form is invalid, i.e., "University of Tulsa" would be invalid. Example 2: "Acquired Immune Deficiency Syndrome" is now a valid Descriptor and therefore invalid as an Identifier.

"When selecting index terms, please check them carefully against the most current Thesaurus (presently the Thesaurus of ERIC Descriptors--11th edition 1987) and against the most current Identifier list (presently the ERIC Identifier Authority List--June 1987). Also check your index terms against any supplementary updates made to either of these lists. Index terms must match the authorized terms letter-for-letter. The one exception to this rule being, of course, a case where no appropriate Descriptor or Identifier term is available and a new term has to be created.

"Also, don't forget that journal titles must exactly match the titles each Clearinghouse has sent to Oryx for the "Source Journal Index." If subtitles are included in the "Source Journal Index," they must be included in the CIJE entries. If the "Source Journal Index" is in error, the Clearinghouse should send a written update to Oryx. The authority for journal title name form is Ulrich's International Periodical Directory. ("The" is always omitted if it is the first word of a journal title.)

**Note: Oryx has recently begun checking for errors in the Availability field against a UMI computer tape, and this is a new way of detecting errors that have hitherto gone undetected.

"I appreciate your attention to my June note concerning the use of "Fall" instead of "Autumn" and "1" instead of "1" for the numeral one. It has been many weeks since either of these errors has occurred. If there is anything else I can tell you that you might find helpful, or if there is any feedback you can give me at Oryx that might be helpful, please don't hesitate to contact me."

...Magon Kinzie (Oryx Press)

ERIC PARTNERS--REMINDER THAT CONTACT WITH ORGANIZATIONS WITH WHICH THE FACILITY HAS AN ARRANGEMENT REQUIRES PRIOR APPROVAL

In soliciting new ERIC partners, Clearinghouses should restrict such contact to their own acquisitions arrangements or to other organizations within their scope area. Organizations listed in the ERIC Acquisitions Arrangements (EAA) List as Facility arrangements and those for which the Facility has primary acquisitions responsibility, should not be contacted without prior Facility approval.

...Joanna Eustace (ERIC Facility)

IDENTIFIERS THAT HAVE BECOME DESCRIPTORS SHOULD BE TREATED BY INDEXERS AS DESCRIPTORS

The Facility editors request that each Clearinghouse remind its indexers not to use as Identifiers terms that have "graduated" to Descriptor status.

For example, "Acquired Immune Deficiency Syndrome" has been a Descriptor since August 1987, but some indexers are still placing this term in the Identifier field. Please be certain that every indexer has copies of the THESAURUS ADDITIONS AND CHANGES supplements; there are presently two (2), one covering the Aug87/Dec87/Jan88 updates (3 pages) and the other covering the Jun88/Aug88 updates (4 pages), originally distributed to you as "Attachment 1" in the "Thesaurus Changes and Statistical Data" reports of 1/18/88 and 8/8/88, respectively. When you find them, you'll see that each was marked on the 1st page FOR FULL CLEARINGHOUSE CIRCULATION.

Indexers should remind themselves of Identifier-to-Descriptor graduations by routinely "red-lining" such terms in their IALs.

...Jim Houston (ERIC Facility)

DOCUMENT RE-FILMINGS TO BE "FEW AND FAR BETWEEN"

Occasionally the need arises to re-film a document and to re-make the ERIC microfiche for that document. This can happen for a variety of reasons: a major part of the document was inadvertently omitted; the title page contained inaccurate author and institutional information that the author and institution involved is now demanding be corrected; the document got mixed up with the wrong Single-Frame Resume and therefore wrong ED number, etc. All these are valid reasons for correcting an ERIC microfiche and this will still be possible; however, the ERIC funding situation is such that it is necessary to keep such refilming to a minimum.

Requests for refilmings must be approved by Central ERIC. Please send all such requests to Pat Coulter. If any changes to the ERIC Master Files are required, Central ERIC will notify the ERIC Facility.

...Pat Coulter

REQUESTS TO THE FACILITY FOR FEDERAL GOVERNMENT DOCUMENTS THAT ARE FOR SALE FROM THE U.S. GOVERNMENT PRINTING OFFICE (GPO)

The U.S. Government Printing Office (GPO) sells copies of selected Government publications. There is no acquisitions arrangement between GPO and ERIC (for free publications), nor is such an arrangement possible.

When a Clearinghouse needs a Federal Government document that can be obtained directly from the source agency, the Facility can be asked to obtain such a document. Requests should be made on the "Clearinghouse Acquisitions Request (to the ERIC Facility)" form (providing as much information as possible concerning the document and its source). If such a document is <u>also</u> available from GPO, a more expeditious way of obtaining it is for the Clearinghouse to simply buy it from GPO. The decision as to whether to buy it or to ask the Facility to get it from the source agency, will depend on how urgently the document is needed.

When a Clearinghouse needs a Federal Government document that is not available from the source agency, but that is available only via purchase from GPO, then the Clearinghouse should simply purchase the item in question from GPO, as if it were from a regular commercial publisher. The Facility's budget for the purchase of documents for the database has dwindled over the years to very little and unfortunately we can no longer afford to buy GPO publications for every Clearinghouse.

If the Clearinghouse does not know and cannot determine whether or not a needed Federal document is available from GPO, then, of course, the document can be requested of the Facility. If adequate information is provided, the Facility will attempt to obtain the document from the source agency.

...Joanna Eustace (ERIC Facility)

NETWORK NEWS

COMPUTER MICROFILM CORPORATION PURCHASED BY MICROFILM ACQUISITION CORPORATION

The ERIC Document Reproduction Service (EDRS) contractor, Computer Microfilm Corporation (CMC), has been purchased by Microfilm Acquisition Corporation, which in turn is owned by Microfilm Reprographics p.l.c., a British company. The details of the purchase are described in Attachment 1.

CMC management has indicated that the ownership change will have no effect on the routine operation of EDRS.

...Vic Fortin (EDRS)

ORDERING DOCUMENTS FROM EDRS VIA THE ONLINE VENDORS

Currently, documents can be ordered from EDRS online via both DIALOG and ORBIT. This same service is currently being developed by BRS and should be in place in another month or two. The ERIC Facility has recently obtained from both DIALOG and ORBIT, up-to-date descriptions of how this document delivery option is exercised on their respective systems. These write-ups will appear in the back of RIE in upcoming issues and are provided here for your convenience. See Attachment 2.

...Pat Brown (ERIC Facility)

EDRS ACQUIRES FAX MACHINE AND ANNOUNCES "ERICFAX"!

EDRS has acquired a FAX machine (703) 823-0505 (toll call), and will now accept a variety of communications via this mode, e.g., on-demand orders, requests for pro forma invoices, general inquiries, etc. In addition, if the client wishes, EDRS is prepared to send copies of ordered documents directly to the client's own FAX machine. The client is responsible for the telephone charges and a $2.00 service charge for each 25 page increment FAX'ed to the requester.

This service was tested with actual orders during the first week of October and worked so well that EDRS is now announcing it as a standard new quick turnaround service, improving their ability to communicate quickly and directly with all clients worldwide.

The detailed procedures a requester must follow in order to have a document sent to them via ERICFAX are as follows:

1. Authorize the FAX transmission (authorization may be sent by mail, telephone, or FAX).

2. Furnish the FAX telephone number to which the document should be sent.

3. Purchase the ERIC document (in paper copy) at the authorized price, indicating ED number (and title, if available).

4. State whether the EDRS blow-back paper copy of the ERIC document is to be mailed after having been transmitted (and if so, provide address and authorize payment of the shipping charges).

5. Pay a Service Charge of $2.00 for each 25 page increment FAX'ed to the requester.

6. Pay the actual telephone FAX transmission time charges. (These charges will be determined by EDRS from the appropriate carrier after the transmission has been completed.)

7. Payment may be made by Mastercard, VISA, EDRS Deposit account, or EDRS will invoice the requester. Credit card orders must cite account number, cardholder name, card expiration date, and a daytime telephone number. Deposit Account orders must cite the Deposit Account Number.

In the event of questions or problems, the regular EDRS telephone number should be called: 1-800-227-3742 (ERIC); in Virginia call 1-703-823-0500 (toll).

...Vic Fortin (EDRS)

SILVERPLATTER OFFERS MULTIPLATTER---A CD-ROM NETWORKING SOLUTION FOR LIBRARIES

In a Press Releases dated October 25, 1988 (see Attachment 3, SilverPlatter announced the first installation of MultiPlatter (at Boston College). MultiPlatter is a modular stand-alone CD-ROM network linking multiple workstations to multiple CD-ROM disks. With MultiPlatter, each workstation has access to multiple CD-ROM disks and more than one user can perform searches on the same CD-ROM disc.

...Pat Brown (ERIC Facility)

ERIC/IR'S NEW MAILING PROCEDURE

Mailing expenses for free Clearinghouse literature and systems brochures can put a significant dent in a Clearinghouse's budget. In the past, we had tried to recoup some of the expense by printing on our digest checklist that orders be accompanied by a self-addressed stamped envelope. Unfortunately, most requests continued to be received either without sufficient postage or no postage at all.

As a consequence, ERIC/IR has updated their mailing system by:

1. Making changes to the digest/minibibliography checklist. The entire front page explains how to order titles listed on the verso, and gives postage information, including a postage fee to send with an order (payable in either check or U.S. stamps). This postage fee is determined by the number of items ordered (e.g.: $.25 for up to 2 items, $.50 for up to 6 items, $1.00 for up to 15 items, etc.). This is not a precisely determined fee, but an estimated one.

2. Using pre-printed postcards to notify requesters (who didn't send in postage) that their order has been received and specifying the amount of postage needed to finish processing the request.

We have been using this system for 5 months now and it has been working very well. As a note, we have been doing this for domestic and Canadian mail only. International orders for which postage is very high, are billed individually. Copies of the forms referred to above can be seen as Attachment 4.

...Elena D. Beattie (IR)

1988 YEAR-END COUNTS FOR ERIC DATABASE

	1966-1987	1988	Total Through 1988
RIE:	277,909	12,129	290,038
CIJE:	358,804	16,967	375,771
	636,713	29,096	665,809

...Ted Brandhorst (ERIC Facility)

REMINDER: SILVERPLATTER OFFERS FREE SUBSCRIPTIONS TO CURRENT ERIC-ON-CD-ROM DISC (WITH QUARTERLY UPDATES) TO ERIC CLEARINGHOUSES

SilverPlatter's offer to the ERIC Clearinghouses for free subscriptions to the current disc (1983-) and its quarterly updates has been accepted by some but not all of the ERIC Clearinghouses. This offer still stands and if you want to take advantage of it, please contact Chris Pooley at SilverPlatter (1-617-239-0306).

...Pat Coulter (ERIC Facility)

ERIC FACILITY COMPETITION WON BY ORI, INC.

The competition for the ERIC Facility contract has been won by ORI, Inc., the incumbent contractor. The contract is for one year (beginning December 1988), with options for four additional years. It is a "Time and Materials" (T&M) type contract (representing a change from the previous cost reimbursement type).

...Kevin Arundel (CERIC)

MARILYN SHORR LEAVES HE FOR NASPA

After 12 years with ERIC, Marilyn Shorr, Associate Director of the ERIC Clearinghouse on Higher Education, has accepted a position as Assistant Executive Director of the National Association of Student Personnel Administrators (NASPA) in Washington, DC. Marilyn, whose masters degree is in student personnel administration, assumed her new job October 24.

Her departure leaves a big gap in both the Clearinghouse on Higher Education and the ERIC system as a whole. she served as User Services Specialist and Assistant Director before becoming the Associate Director of HE, was a chair of the ERIC Technical Steering Committee, was the first Associate Director elected to the Council of ERIC Directors, and served on numerous special committees and advisory groups of the system. Marilyn's graceful touch was evident in countless events connected with technical meetings, Directors' meetings, priorities of new heads of ERIC, and too many visitors to count. With her departure, the system has lost a wealth of institutional memory.

Marilyn leaves behind a teary HE staff, grateful to have worked with her. To ease the separation anxiety, HE has already sworn her in as an ERIC Partner.

...Lynn Barnett (HE)

PUBLICATION NEWS

GPO INCREASES RIE SUBSCRIPTION PRICE

In a letter dated September 20, 1988, GPO notified OERI that, effective October 18, 1988, the price for Resources in Education (RIE) was being changed as shown below:

PRODUCT	DOMESTIC			FOREIGN		
	OLD	NEW	%	OLD	NEW	%
Monthly Subscription (12 issues)	$51.00	$66.00	+27%	$63.75	$82.50	+29%
--Single Copy (1 issue)	17.00	15.00	-12%	21.25	18.75	-12%
Semiannual Indexes Subscription (2 issues)	20.00	20.00	=	25.00	25.00	=
--Semiannual Index Single Copy (1 issue)	15.00	15.00	=	18.75	18.75	=

The monthly domestic subscription to RIE increased $15 or 27%. The monthly foreign subscription to RIE increased $18.75 or 29%. The single copy domestic price decreased $2.00 or 12%. The single copy foreign price decreased $2.50 or 12%. The Semiannual Index prices remained unchanged by this notification.

Due to the lead time in preparing RIE, this price change will not appear in RIE until the December 1988 issue.

...Ted Brandhorst

HOW TO ORDER RESOURCES IN EDUCATION (RIE) FROM GPO

In the back of RIE there has always been a page providing instructions on how to order RIE from GPO and how to handle subscription/order problems. With the recent change in GPO prices for RIE, the Facility has taken the opportunity to revise this page and to expand the instructions for mail orders and different types of customer service problems. The new page appears as **Attachment** 5. It will appear for the first time in the December 1989 issue of RIE.

...Ted Brandhorst (ERIC Facility)

NEW ERIC/RC BROCHURE

The new RC Clearinghouse, located at the Appalachian Educational Laboratory (AEL), has prepared a general brochure introducing itself to its users. Because this Clearinghouse is new, the content of this brochure will be of interest to all components of the ERIC network and it is reproduced here as **Attachment** 6.

...Joanna Eustace (ERIC Facility)

NEW CIJE BROCHURE FOR 1989

Oryx Press, the CIJE Publisher, has issued a new brochure advertising CIJE for 1989 (see **Attachment** 7.) The Clearinghouses have been sent copies directly. Additional copies can be obtained from Oryx.

...Susan Slesinger (Oryx Press)

ERIC: A RESOURCE FOR NURSING EDUCATION

Moira D. Shannon and Kevin F. Arundel (husband and wife) have contributed a chapter on "ERIC: A Resource for Researchers in Nursing Education" to the book Review of Research in Nursing Education. Volume II. (W.L. Holzeman, Ed. New York, National League of Nursing, 1988). An abstract of this chapter appears in the September issue of the Journal of Nursing Education and is reprinted here as **Attachment** 8.

...(CERIC)

REGIONAL LABS PUT RESEARCH ONLINE

The Northwest Report, an NWREL newsletter, includes in its July/August 1988 issue, a brief description of some Regional Lab efforts to develop small online files of information used by the Labs when assisting schools. These files are not intended to be large, comprehensive databases, but highly selective materials targeted to very specific needs. The article is reproduced below.

RESEARCH AND DEVELOPMENT

Regional Labs Put Research Online

The national network of regional laboratories is developing electronically searchable research and development knowledge bases to provide educational agencies with information about the latest educational research and practice.

At present, there are five knowledge bases: (1) Publications and Products—providing abstracts of publications and products produced by the network of laboratories, R&D centers, and other R&D agencies; (2) School Improvement—providing information about available resources for planning and carrying out school improvement processes in local schools and districts; (3) Rural Education—providing information about resources for planning and carrying out rural education improvement; (4) Education Policy—providing abstracts of documents addressing educational policy issues at national, state, and local levels; and (5) Youth at Risk—providing information about research and strategies designed to help students complete their schooling.

An initial set of some 300 entries has been entered in the system, and additions will be made on a monthly basis. "The intent is not to create large, comprehensive databases, but to make accessible information about select materials used by the network of regional educational laboratories to assist schools and other agencies in planning and implementing improvements in high priority areas," explains NWREL Institutional Development and Communications Director Jerry Kirkpatrick.

Users can access the knowledge bases, which are on ED-LINE, via The SOURCE. Up to 25 key terms may be used to search each knowledge base. The basic set of key terms is based on the broadest descriptors in the Educational Resources Information Center (ERIC).

To provide further information about the knowledge bases, an overview of the system—*Access to R&D Results*—describes each knowledge base; it can also serve as a user's manual.

Northwest Report July/Aug 1988

EDUCATIONAL TESTING SERVICE (ETS)---TEST COLLECTION DATABASE BROCHURE

ETS has issued a small brochure (see Attachment 9) describing their Test Collection Database and how to access it via BRS. The ETS Test Collection has been indexed using Descriptors from the ERIC Thesaurus. Over 8,000 testing, measurement, and evaluation instruments are described and indexed in this database. ERIC Clearinghouses should be aware of this database as an occasionally useful referral source.

...Joanna Eustace (ERIC Facility)

INTERNATIONAL SCENE

A MIDDLE EASTERN CLEARINGHOUSE?

Jan Burt met with Mr. Mohei Abdel-Hak from Kuwait on Friday, September 16, 1988. Mr. Abdel-Hak is currently the Director of the Information and Documentation Unit of the Gulf Arab States Educational Research Center (GASERC). His visit to ERIC/HE was an effort to expand his knowledge, with ERIC being, according to Mr. Abdel-Hak, the foremost "leader in the [U.S.] education database networks." Mr. Abdel-Hak noted that there is much literature written in English by educators and researchers about the education systems in the Middle Eastern countries. He expressed his hope that he might someday see the formation of an [ERIC] Clearinghouse on Middle Eastern Education.

...Jan Burt (HE)

INTERNATIONAL VISITORS PLEDGE GREATER USAGE OF ERIC

During September, there was an influx of enthusiastic international users (potential and current) at ERIC/HE. Dr. Hourieh Al-Khayyat, chairman of the Department of Education at Damascus University in Syria, was pleased to know that a database such as ERIC is available, and promised that she would now have her students use ERIC whenever possible. Dr. Al-Khayyat is also looking into getting an ERIC collection started in her University.

ERIC/HE also had its share of European visitors, with two librarians from Finland and a library director from Yugoslavia. All promised greater support and enthusiasm for ERIC in their countries and hoped to see more literature submitted by and about their countries.

...Jan Burt (HE)

FRINGE BENEFITS OF WORKING FOR ERIC

Jan Burt received an unexpected walk-in visitor from Germany on Monday, September 26, 1988. Mr. Johannes Heising, visiting from West Germany on a research project, came to ERIC/HE with a request for three online searches. After sitting down with Mr. Heising and working out the three strategies for his searches, Jan was surprised by a mini solar powered calculator as a gift of gratitude. Question: Should she declare the gift on her income tax this year?

...Jan Burt (HE)

PERSONNEL NEWS AND CHANGES

RAY FIELDS (OERI/IS) REASSIGNED TO LAB/CENTER COMPETITION

Effective Monday, November 21, Ray Fields has been detailed to the Office of the Assistant Secretary for Educational Research (Patricia Hines, acting Director) to work on the Lab/Center recompetition. Sharon Horn will be the Acting Director, Information Services

...Bob Stonehill (CERIC)

STAFF CHANGES AT UD

We are pleased to announce the promotion of Ms. Robin Johnson Utsey to Assistant Director. Robin replaces Mr. Anane Olatunji, who is now working full time on a Master's degree in curriculum development. Robin is completing graduate studies towards a Master of Education in Applied Developmental and Learning Psychology/School Psychology at Teachers College. We also wish her and her new husband much happiness.

Mr. Paul S. Bunten has been hired as Senior Information Specialist. He has recently completed a Master of Art degree in English literature at Brown University, and is now a candidate for a Master of Science degree in Library and Information Service at Columbia University.

...Wendy Schwartz (UD)

DR. COHEN (JC) SPEAKS IN JAPAN AND HAWAII

Dr. Arthur Cohen, Director of the ERIC Clearinghouse for Junior Colleges (JC), was invited to speak at Tokyo University on October 22, 1988. He spoke on the role of community colleges within the higher education system.

His return trip from the Orient included side visits to Kyoto, Osaka, Taipei, Hong Kong, Singapore, and Bangkok. On the last leg home, he addressed the issues of transfer and assessment of outcomes on November 10 at the University of Hawaii Community College System in Honolulu

...ERIC/JC

HE DIRECTOR MEETS ROYALTY

Dr. Jon Fife attended the National Day Reception for The Kingdom of Saudi Arabia on Friday, September 23, 1988. The invitation was extended on behalf of H.R.H. Prince Bandar bin Sultan.

...Jan Burt (HE)

HE LOSES ACE ABSTRACTOR SUSAN WILLCHER (ED 157 415 - ED 292 418+)

We are sad to announce that our longtime free-lancer, Susan Willcher, has finally hung up her abstracting hat to pursue a full-time career in the mental health field. (LB's editing nightmare come true.) Susan has worked for HE nearly 10 years, with her first abstract appearing as ED 157 415 in the December 1978 issue of RIE. Since then, she has abstracted, indexed, and cataloged 8,198 ERIC documents (including a mere 133 CIJE articles), not to mention an additional 200 documents or so still in the pipeline. Her last resume was completed at 12:30 a.m. on August 29, and the good old SW initials have now departed HE's processing bookcase forever.

Given HE's propensity for full-length abstracts and thorough indexing, we estimate that Susan has contributed more than 2.2 million words to the ERIC database.

Old-timers may recall that Susan was once an editor at the Facility prior to working free-lance for HE. She also was an outstanding session leader at the ERIC Abstracting Workshop in 1982. She has coped with typewriters, computers, search strategies, new computers and new software, cataloging changes as Pubtype and Target Audience fields were added, heavy documents to be carried home in the rain, and Priority documents to be done at a moment's notice.

It will be hard for anyone to match Susan's excellence in technical writing and indexing, her dedication to quality, her conscientiousness towards deadlines, and her flexibility in meeting varying Clearinghouse needs. Needless to say, HE will miss her. She has a standing invitation to return to the fold!

...Lynn Barnett (HE)

CLEARINGHOUSE PUBLICATIONS

HE PUBLICATIONS

College Student Outcomes Assessment: A Talent Development Perspective. ASHE-ERIC Higher Education Report No. 7, 1987, by Maryann Jacobi, Alexander Astin, and Frank Ayala, Jr. 154 pp.

If it is accepted that the primary function of colleges and universities is the education of students, then the quality or excellence of an institution could best be measured by its educational effectiveness, and not its reputation or resources. The talent development or cognitive approach to outcomes assessment offers a means to do just that. By using standard tests such as the SAT, ACT, GRE, and others, as a pre-test as well as a posttest, institutions can develop the longitudinal data needed to gauge the effectiveness of teaching methodology. Also includes a survey of 25 tests which could be used as instruments in the right setting.

($10.00 from ASHE-ERIC Higher Education Reports, Dept. EA, One Dupont Circle, Suite 630, Washington, DC 20036-1183: 10% off 15 or more copies; 20% off for bookstores and distributors.)

...Chris Rigaux (HER)

FOR IMMEDIATE RELEASE
For: Microfilm Reprographics p.l.c.
Computer Microfilm Corporation

Contact: Paul E. Kana
Computer Microfilm Corporation
1699 Tullie Circle
Atlanta, GA 30329
404-321-0886

MICROFILM ACQUISITION CORPORATION AN INDIRECT WHOLLY OWNED SUBSIDIARY OF MICROFILM REPROGRAPHICS P.L.C. COMMENCES CASH TENDER OFFER FOR ALL OUTSTANDING SHARES OF COMPUTER MICROFILM CORPORATION AT $7.10 PER SHARE

Atlanta, Georgia, August 31, 1988 -- Computer Microfilm Corporation announced today that Microfilm Acquisition Corporation, an indirect wholly owned subsidiary of Microfilm Reprographics p.l.c., has commenced a tender offer for all outstanding shares of common stock of Computer Microfilm Corporation at $7.10 net per share in cash. C.J. Lawrence, Morgan Grenfell, Inc. is acting as dealer manager for the tender offer.

Microfilm Acquisition Corporation has entered into an Agreement and Plan of Merger pursuant to which Microfilm Acquisition Corporation has agreed to commence the tender and pursuant to which all of the shareholders of Computer Microfilm Corporation who do not tender their shares in response to the tender offer will receive $7.10 per share in cash. In addition, Computer Microfilm Corporation and certain of its shareholders have entered into a Shareholder Stock Option and Proxy Agreement and a Company Stock Option Agreement with Microfilm Reprographics p.l.c. and Microfilm Acquisition Corporation.

The Board of Directors of Computer Microfilm Corporation has unanimously approved the tender offer and the Agreement and Plan of Merger and recommended that the shareholders of Computer Microfilm Corporation tender their shares.

Microfilm Reprographics p.l.c. stated that the tender offer is conditional upon, among other things, 1,320,524 shares being tendered prior to expiration of the Offer and not withdrawn; the receipt of proceeds from a rights issue by Microfilm Reprographics p.l.c. of its ordinary shares; and approval of the acquisition of Computer Microfilm Corporation being given by the shareholders of Microfilm Reprographics p.l.c.

Financing for the Offer is being provided from the proceeds of a rights issue by Microfilm Reprographics p.l.c. The rights issue has been underwritten by Morgan Grenfell & Co. Limited.

Microfilm Reprographics p.l.c., a United Kingdom public limited company, headquartered in London, England, whose shares are traded on the London Stock Exchange, provides microfilm and high speed scanning and digitizing services. It is the largest high speed scanning and digitizing bureau in the United Kingdom.

The Offer and withdrawal rights will expire at 12:00 midnight, New York City time on Monday, September 28, 1988, unless extended, in the sole discretion of Microfilm Acquisition Corporation, by giving oral or written notice of such extension to Harris Trust Company of New York, the Depositary, and making public announcement thereof.

The terms and details of the Offer are contained in the Offer to Purchase which will be mailed to the shareholders of Computer Microfilm Corporation and which is also available from The Carter Organization, Inc., the information agent.

Headquartered in Atlanta, Georgia, Computer Microfilm Corporation is a leading provider of imagery services, which includes microfilm and digital imagery technologies. The Company operates from seven regional facilities in the United States. Computer Microfilm Corporation's common stock is traded in the over-the-counter market and is quoted through NASDAQ under the symbol COMI.

* * *

VENDOR: ORBIT Search Service
SERVICE: ORBDOC Online Ordering Service
FUNCTION: Ordering ERIC Documents Online from the ERIC Document Reproduction Service (EDRS)

ORBIT Search Service offers ORBDOC Online Ordering Service for ordering full-text documents. This service enables a searcher to order documents electronically using a bibliographic citation extracted from a print or online source.

Information about ordering documents from ERIC Document Reproduction Service (EDRS) is available online using the EXPLAIN ORDER ERIC command. A user can execute an ORBDOC order in any ORBIT database, however it is recommended that the order be placed while logged into a less expensive file, i.e., ORBIT. Billing for document delivery service is processed by each document supplier and not through the ORBIT Search Service. The cost, ordering and shipping information for ORDER ERIC is displayed below.

ORDER ERIC
10/12/88

REPORTS FROM THE RESEARCH IN EDUCATION (RIE) PORTION OF THE ERIC DATABASE ARE AVAILABLE FROM THE ERIC DOCUMENT REPRODUCTION SERVICE (EDRS). THE ONLINE ORDER ERIC COMMAND CAN BE USED TO ORDER THESE DOCUMENTS.

COST INFORMATION

- A DEPOSIT ACCOUNT IS NOT REQUIRED BUT USERS MAY ESTABLISH ONE THROUGH EDRS AT THE ADDRESS GIVEN BELOW.
- PRICES OF DOCUMENTS ARE INDICATED IN THE AVAILABILITY (AV) FIELD OF ERIC CITATIONS OR UNIT RECORDS.

ORDERING AND SHIPPING INFORMATION - PLEASE INCLUDE:

- PAYMENT: DEPOSIT ACCOUNT NUMBER (IF ESTABLISHED);
  BILLING INFORMATION (IF DEPOSIT ACCOUNT IS NOT USED) INCLUDE NAME, ORGANIZATION AND COMPLETE ADDRESS; OR MASTERCARD/VISA INCLUDE NAME, ACCT#, EXPIRATION DATE
- SHIP TO: SAME AS BILLING INFORMATION, OR NAME, ORGANIZATION, AND COMPLETE ADDRESS. EDRS SHIPS MICROFICHE DOCUMENTS VIA AIRMAIL. PAPER COPIES ARE SHIPPED VIA UNITED PARCEL SERVICE. IF SPECIAL SHIPPING IS REQUIRED INDICATE ON ONE LINE, E.G., SHIP VIA UPS BLUE LABEL
- DOCUMENT INFORMATION MUST INCLUDE THE FOLLOWING ON ONE LINE:
  - ACCESSION NUMBER (ED NUMBER);
  - DOCUMENT FORM, I.E., MF FOR MICROFICHE, PC FOR PAPER COPY;
  - NUMBER OF COPIES.

ORDERS ARE CHECKED EACH DAY AND MOST ORDERS ARE FILLED WITHIN 72 HOURS OF RECEIPT.

QUESTIONS CONCERNING ORDER ERIC MAY BE DIRECTED TO:

ERIC DOCUMENT REPRODUCTION SERVICE (EDRS)
3900 WHEELER AVE.
ALEXANDRIA, VA 22304
TEL: (703) 823-0500
TOLL-FREE: (800) 227-3742
FAX: (703) 823-0505

A sample session ordering a document from EDRS is indicated below:

```
SS 1 /C?
USER:
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PROG:
ENTER ORDER OR TYPE DONE.

USER:
PLEASE SEND 1 COPY OF DOCUMENT ACCESSION NUMBER ED127411, MF, TO:

PROG:
ENTER ORDER OR TYPE DONE.

USER:
KIM SMITH, XYZ CORP., 8888 STONE RD., NEW YORK, NY 10888.  PLS SHIP

PROG:
ENTER ORDER OR TYPE DONE.

USER:
BLUE LABEL UPS.  BILL DEPOSIT ACCOUNT XXXXX.  ANY QUESTIONS, PLS CALL

PROG:
ENTER ORDER OR TYPE DONE.

USER:
(212) 888-9876.

PROG:
ENTER ORDER OR TYPE DONE.

USER:
DONE

PROG:
ORDER ACCEPTED.
```

To cancel an order that has been accepted, repeat the ORBDOC ordering process and request the order be cancelled in the body of the order. Type DONE when the message is completed. To cancel an order before the user types DONE, press space bar and a <CR>. Please call your local Action Desk for questions concerning these procedures.

VENDOR: DIALOG Information Services, Inc.
SERVICE: DIALOG* DIALORDER℠ Service
FUNCTION: Ordering ERIC Documents Online from the ERIC Document Reproduction Service (EDRS)

SCOPE OF SERVICE

EDRS supplies **only** the ED-numbered items in the ERIC database. ERIC ED-numbered documents have three levels of availability: 1) Document available in **both** microfiche (MF) and paper copy (PC) form, 2) Document available only in MF form, or 3) Document not available from EDRS. The cost of each document in paper copy or microfiche is indicated by a price code in each ED record in the ERIC database.

ORDER ERIC **must** include document form desired (MF or PC) as special instructions.

The "ship to" and "bill to" address will be supplied by DIALOG. Requests for an address other than those with your DIALOG account must be supplied as special instructions. EDRS service is worldwide.

OPTIONS AVAILABLE

Order is shipped 72 hours after receipt of order. Type of delivery should be requested, e.g., airmail, United Parcel Service, Federal Express, etc. All shipments are F.O.B. Alexandria, Virginia.

CHARGES AND TERMS

The cost code for each document, either in MF or PC, is indicated in each ED record. Price code conversions are available online under ?ERICCODE. Add $1.00 per document ordered plus postage. Payment upon receipt of invoice in U.S. funds only.

Deposit accounts desired.

All postage charges are F.O.B. Alexandria, Virginia, and will be billed on invoice.

MISCELLANEOUS

Supplier will retrieve orders daily from the DIALOG DIALORDER Service. No payments necessary to CCC.

CONTACT

Once an order has been retrieved by EDRS and a date and time appear in the LIST TRANSMITTED column, all questions concerning the order should be directed to:

EDRS
3900 Wheeler Avenue
Alexandria, VA 22304

Telephone: 800/227-3742
703/823-0500 (in Virginia)

– see ordering procedures on verso –

*Trademark Reg U S Pat. & Trademark Office

ERIC ORDERING PROCEDURES

Only ERIC report documents (i.e., ED numbered items only) are supplied by the ERIC Document Reproduction Service. To be sure that you are requesting only publications that are available from EDRS, the following procedures are recommended:

```
1 ----------> ?BEGIN 1
                    25jan85 20:12:12 User13307
          $0.28   0.011 Hrs File1*

        File1* ERIC - 66-84/Dec
                 Set Items Description
                 --- ----- -----------
2 ----------> ?KED156700, KED148885, KED148884, KED148880
              S0       KEEP ED156700
                       S0       KEEP ED148885
                       S0       KEEP ED148884
                       S0       KEEP ED148880
3 ----------> ?TYPE 0/6/1-4
        0/6/1
        ED156700
          Declining Test Scores: a State Study

        0/6/2
        ED148885
          List of Hypotheses Advanced to Explain the SAT Score Decline

        0/6/3
        ED148884
          Motivational Factors in the SAT Score Decline

        0/6/4
        ED148880
          Distribution of SAT Scores to Colleges as an Indicator of
        Changes in the SAT Candidate Population

4 ----------> ?ORDER ERIC (MF, 1 COPY EACH)
        4 Items Ordered Order# 4486

        Item 1
          ED156700
            Declining Test Scores: a State Study

        Item 2
          ED148885
            List of Hypotheses Advanced to Explain the SAT Score Decline

        Item 3
          ED148884
            Motivational Factors in the SAT Score Decline

        Item 4
          ED148880
            Distribution of SAT Scores to Colleges as an Indicator of Changes in
        the SAT Candidate Population

        ?LOGOFF
                    25jan85 20:16:17 User13307
          $1.75   0.070 Hrs File1*


        LOGOFF 20:16:21
```

1. BEGIN 1 in the ERIC file.

2. Enter accession numbers for which full document copies are requested; or perform search according to normal DIALOG procedures, KEEPing records in set 0 for order. (Set 0 on DIALOG Version 2, set 99 on the original system.) Be sure to check first whether the document is available from EDRS. (This information is given in each ERIC ED-numbered record.)

3. TYPE set 0 in a short format to view for accuracy. Delete unwanted items using KEEP– EDnnnnnn if necessary.

4. Enter ORDER ERIC (MF or PC) (number of copies) (special shipping instructions, if any). **All ERIC orders must include an indication of MF or PC.**

SilverPlatter

Press Release
October 25, 1988

Boston College First Site for SilverPlatter's MultiPlatter™

With the recent installation of MultiPlatter at Boston College, SilverPlatter becomes the first database publisher to offer a CD-ROM networking solution for libraries. SilverPlatter Information, Inc. of Wellesley Hills, MA, formally introduced MultiPlatter in Boston at the October conference of the Library Information Technology Association (LITA), a division of the American Library Association.

Throughout the three days of LITA, a constant crowd of interested conference attendees visited SilverPlatter's booth to examine MultiPlatter. Attendees were also invited to a wine and cheese reception, sponsored by the Boston College Libraries and SilverPlatter, at Boston College's O'Neill Library to honor the unveiling of the first installation of MultiPlatter. At the reception, 100 librarians had an opportunity to observe and evaluate MultiPlatter in a library environment.

All who were introduced to MultiPlatter saw the benefits of its modular stand-alone CD-ROM network which links multiple workstations to multiple CD-ROM discs. With MultiPlatter, each workstation has access to any of the CD-ROM discs in the network and more than one user can perform searches on the same CD-ROM disc. MultiPlatter offers a secure environment for CD-ROM access. The discs, software, and network servers can be stored in a location controlled by library staff.

MultiPlatter includes up to 21 CD-ROM disc drives with network servers, networking software and interface cards, MS-DOS Extensions, MultiPlatter network manager software, documentation, and toll-free customer telephone support in the U.S. for all hardware and software components. The customer must provide the personal computer workstations used to access the CD-ROM discs in the network.

MultiPlatter, which is undergoing field evaluation at several sites, has been designed to offer a solution to facilitate collection building for CD-ROM subscribers. MultiPlatter supports all SilverPlatter products, as well as CD-ROM titles from other publishers which conform to the ISO standard and which support MS-DOS Extensions.

For further information, contact:

SilverPlatter Information, Inc.
37 Walnut Street
Wellesley Hills, MA 02181
617-239-0306
617-235-1715 (FAX)

The following is a list of materials available from the ERIC Clearinghouse on Information Resources. Although publications listed are available free of charge, we request that all orders be accompanied by postage to cover mailing expenses (see postage/handling rates below). **ORDERS CANNOT BE MAILED UNTIL POSTAGE IS RECEIVED.**

To order materials, place a check mark by the items you wish to receive. Send this sheet, along with postage (stamps, or a check made payable to "Information Resources Publications") to:

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(Address): _____
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Information Resources
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Syracuse University
Syracuse, NY 13224-2340

date:_____

ERIC/IR has received your request for material. However, postage for the mailing has not been received.

Please send $_____._____ in check or postage stamps to cover the expense of mailing/shipping the items you ordered.

Checks can be made payable to:

Information Resources Publications.

Thank you.

HOW TO ORDER
RESOURCES IN EDUCATION (RIE)

Resources in Education (RIE) is a monthly abstract journal covering the document literature of education. It is published for the U.S. Department of Education by the U.S. Government Printing Office (GPO). RIE consists of twelve (12) monthly issues (each announcing over 1000 documents and indexing them by Subject, Institution, Personal Author, and Publication Type) and two (2) cumulative semiannual indexes (Jan-June, July-Dec). RIE is sold by GPO on subscription or as individual issues on-demand. Stock is retained for only approximately six months; issues older than that are generally not available from GPO. Orders from foreign sources cost 25% additional, as shown in the table below.

RIE Product (Master Stock No. 756-003-00000-8)	Domestic	Foreign
Subscription to Monthly Issues (12 iss.)	$66.00	$82.50
— Single Copy On-Demand (1 iss.)	15.00	18.75
Subscription to Semiannual Index (2 iss.)	20.00	25.00
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Mail Orders: Check or money order (full remittance required) made payable to "Superintendent of Documents."
Mail to: Superintendent of Documents
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Telephone Orders: Acceptable credit cards are: Choice, Mastercard, or VISA. You may also charge against your pre-paid GPO deposit account, if available.

Call: 202-783-3238 (Note: This is not an FTS or AUTOVON line)

Customer Service: Publication service section (inquiries about a publication order): 202-275-3050

Subscription research section (inquiries about a subscription order): 202-275-3054

Deposit account section (inquiries about deposit accounts): 202-275-2481

Depository libraries should contact: 202-275-1006 (Library Programs Service)

Including: American Indians/Alaska Natives • Mexican Americans • Migrants • Outdoor Education

Introducing the Clearinghouse on Rural Education and Small Schools at AEL*

The ERIC Clearinghouse on Rural Education and Small Schools is part of the Educational Resources Information Center, a national system that makes articles and documents about education accessible to all who are interested. The ERIC system produces a computer-searchable database of the literature of education, in two parts: *Resources in Education (RIE)* and *Current Index to Journals in Education (CIJE)*.

Most documents in the *RIE* are available on microfiche from which paper copies can be made. Articles abstracted in the *CIJE* are culled from about 780 journals, and are available at libraries. A computer search of the ERIC database yields resources from both the *RIE* and the *CIJE*.

The back of this information sheet gives the locations and telephone numbers of institutions in your region that house complete ERIC collections.

The ERIC System of 16 Clearinghouses

The 16 clearinghouses divide the entire scope of topics that define education in the United States. Each clearinghouse seeks to acquire and evaluate documents—for example, articles, reports, curriculum descriptions—in the scope that defines their area of interest. Some of the acquired documents and articles are selected to be included in the computer searchable ERIC database, which now consists of over 700,000 documents.

Some educators have claimed that the ERIC system is the best-kept secret in American education. ERIC, however, is committed to helping everyone interested in education become increasingly more resourceful users of the ERIC database.

ERIC/CRESS at AEL

The host institution for the Clearinghouse on Rural Education and Small Schools (ERIC/CRESS) recently changed from New Mexico State University to the Appalachia Educational Laboratory in Charleston, West Virginia. **Its scope remains the same: rural education, small schools, American Indians and Alaska natives, Mexican Americans, migrants, and outdoor education.**

Staff of ERIC/CRESS at AEL intend to build on their legacy. The clearinghouse retains a strong commitment to cover its complete scope. Acquisitions and archiving will continue as before.

New Plans for ERIC/CRESS

To help educators and citizens become more familiar with the ERIC system, we have planned new ventures. They include, in part, the following products and services:

- a toll-free telephone number: 800/624-9120 (in WV: 800/344-6646); just ask for "ERIC/CRESS,"
- a parents' guide to resources in the ERIC database,
- camera-ready articles for rural news weeklies,
- a presentation for journalists about how they might use the ERIC system in their work,
- a learning package for professors to use with education students,
- a workshop for librarians and others about new developments in the ERIC system and new techniques for searching the ERIC database on compact disks (CD/ROM), and
- ERIC/CRESS Textfile, which presents papers developed by our authors in Apple and MS-DOS formats.

In addition, we will continue to publish the ERIC products expected by those familiar with the ERIC system: ERIC/CRESS Digests (short, practical syntheses of relevant topics within our scope); trends and issue papers that analyze issues for teachers and administrators; and monographs, which explore the policy implications of issues for school board members, legislators, and state-level officials.

We will also provide the same services as before: copies of ERIC/CRESS papers, monographs, and Digests; answers (by phone or letter) to topics within our scope of interest to educators and citizens; and computer searches within our scope.

*AEL—the Appalachia Educational Laboratory—is a nonprofit corporation that is the host institution for ERIC/CRESS. AEL also hosts the Regional Educational Laboratory for Kentucky, Tennessee, Virginia, and West Virginia.
ERIC/CRESS at AEL • 1031 Quarrier Street • P.O. Box 1348 • Charleston, WV 25325
800/624-9120 (outside WV) • 800/344-6646 (in WV) • 347-0400 (Charleston area)

AEL is an affirmative action/equal opportunity employer

9/88

EAB-10/11, 1988

Complete ERIC Collections in the area served by the Appalachia Educational Laboratory (Source: Directory of ERIC Information Service Providers)

Kentucky

University of Louisville	Louisville	502/588-6747

Tennessee

University of Tennessee	Chattanooga Knoxville	615/755-4510 615/974-4171
East Tennessee State University	Johnson City	615/929-5338 or 5345
Memphis State University	Memphis	901/454-2208
Vanderbilt University	Nashville	615/322-8095

Virginia

University of Virginia	Charlottesville	804/924-7040
Virginia Polytechnic Institute and State University	Falls Church	703/698-6011
James Madison University	Harrisonburg	703/568-6267
Radford University	Radford	703/731-5471

West Virginia

Glenville State College	Glenville	304/462-7361, x 311, x 314
West Virginia College of Graduate Studies	Institute	304/768-9711
West Virginia University	Morgantown	304/293-5039

ERIC Clearinghouses in this region:

Handicapped and Gifted Children	Reston, VA	703/620-3660
Rural Education and Small Schools	Charleston, WV	304/347-0400

The U.S. Department of Education operates nine Regional Educational Laboratories. Each serves a specific geographical region.

The **Appalachia Educational Laboratory**, in Charleston, WV, 304/347-0400 serves your area (Kentucky, Tennessee, Virginia, and West Virginia). The Labs conduct applied research and development to improve education. They can often supply additional information about documents or techniques represented in the ERIC database.

For this region, the complete ERIC collection can be found at the locations given in the column to the left.

These collections consist of the following resources:

- *Resources in Education (RIE)*, 1966-present;
- *Current Index to Journals in Education* , 1969-present;
- the current *Thesaurus of ERIC Descriptors*; and
- a complete *RIE* microfiche collection, 1966-present.

Consult the *Directory of ERIC Information Service* for other ERIC collections in your region.

Attachment 7
Page 1 of 6

CIJE 89

Your key to educational literature—

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EAB-10/11, 1988

CIJE 89

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- CONCISE ANNOTATIONS
  Each is written by an education specialist, the original author, or a specialist of the Educational Resources Information Center (ERIC), currently sponsored by the Office of Educational Research and Improvement, within the U.S. Department of Education.
- FULL TEXT SERVICE
  All articles available through University Microfilms International are clearly indicated in the entries. Copies can be obtained within 24 hours of the receipt of your order!

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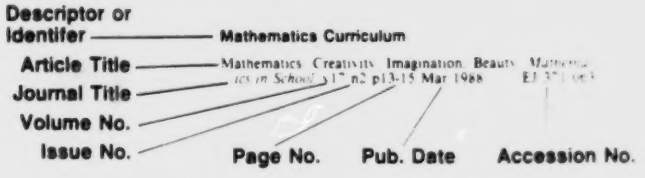

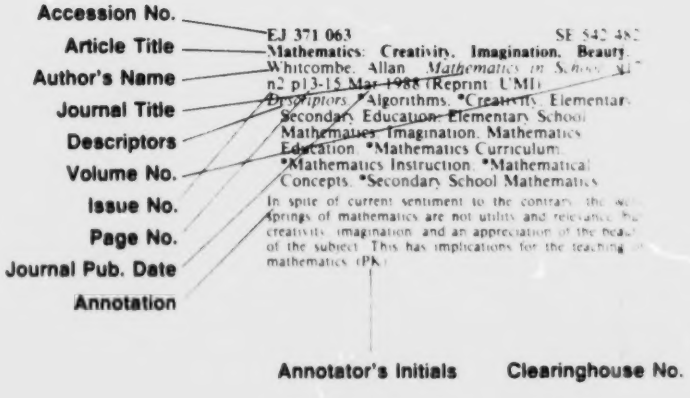

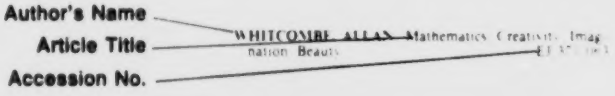

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BRIEFS

ERIC: A Resource for Nursing Education

MOIRA D. SHANNON, EdD, RN, Nurse Consultant, National Center for Nursing Research, National Institutes of Health, Bethesda, Maryland; **KEVIN F. ARUNDEL, PhD,** Senior Research Associate, ERIC Program, Office of Educational Research and Improvement, U.S. Department of Education, Washington, D.C.

This material is abstracted from: Shannon, M. and Arundel, K. (1988) ERIC: A resource for researchers in nursing education. In W.L. Holzemer (Ed.), Review of research in nursing education, Vol. II. New York: National League for Nursing.

The information in this article reflects the views of the authors.

Faculty doing research in nursing education today are challenged by the growing amount of available data in this field. Computer-age technology facilitates access to such data, but the judgment of where to search remains with the individual researcher. For nurse educators, this search encompasses not only the fields of nursing and medicine but also the field of education. There, the world's largest education database is the Educational Resources Information Center (ERIC).

ERIC is a system—the national system for bibliographic control of the journal and document literature of education. Among the social science databases, ERIC is the most used. It vies with MEDLARS as the most used database in academia.

ERIC emphasizes two key concepts: 1) a focus on the so-called "fugitive" literature, that is, hard to get, unpublished literature; and 2) a decentralized approach to collecting, processing and disseminating information. It indexes and annotates articles from 760 journals.

ERIC has three major components: a central office, clearinghouses and support system services. Central ERIC is a unit within the Office of Educational Research and Improvement, U.S. Department of Education. It provides funding, monitoring, and administrative support for the system.

To accommodate the diversity of interests in education, the system supports 16 clearinghouses. Each one of these addresses a major discipline, academic level or issue in education and is staffed with subject experts. The clearinghouses have three major functions: database building, product development and dissemination. They are located across the nation and are linked by a state of the art computer-based system.

Supporting system services operate either contractually within ERIC or outside of it. The ERIC Processing and Reference Facility, within ERIC, maintains the system's technical quality control of document processing, edits clearinghouse data and inputs this onto magnetic tape files. The magnetic tapes are used for producing two monthly abstract journals, *Resources in Education (RIE)* and *Current Index to Journals in Education (CIJE)*, and are adapted by database vendors for computer searching and retrieval services. The second internal service, the ERIC Document Reproduction Service (EDRS), produces and sells microfiche and paper copies of documents. Outside support for the system is provided by several on-line retrieval vendors and the publishers of the *CIJE* and the *Thesaurus of ERIC Descriptors*, which is used to index the literature in the database.

Houston (1987) defines nursing education as: "formal instruction in nursing education offered by a school, college, or university, often affiliated with a hospital . . . includes two year, three year, four year, and graduate programs." Prior to 1980, references to nursing education were usually indexed under the term "nursing," which had been in the index since the beginning of the system in 1966. Two other terms, "nurses" and "school nurses" were also in the original system. The term "nurse practitioner" was added in November 1982.

A search of nursing terms covering the time span from 1981-1987 yielded a total of 1217 references. When these were further refined for those that were categorized as research, 137 emerged. Eighty-five references were under nursing education and research. This represents data of prime importance to researchers in nursing education. There were 791 references under nursing education that are of general interest to nurse educators in many settings. These included articles published in journals that are cited as "EJ" (for ERIC journal), and documents that are mostly unpublished literature and are cited as "ED" (for ERIC document).

The references on research in nursing education were examined to identify overall content. The following categories were created: research, academia, professional and clinical issues, programs, educational technology, administration and miscellaneous. Specific content in these categories includes:

Research. This category contains references on nursing education research in general, evaluation of nursing research in reports, research in curricula and education programs, research methodologies, research tools in nursing education, and market research.

Academia. This category refers primarily to concerns on how to handle research within a curriculum. Documents on nursing students and faculty are also in this grouping.

Professional and Clinical Issues. References on nursing theory and practice, as well as clinical concerns such as clinical decision-making in nursing, are under this category.

Programs. References about specific levels of nursing education such as junior college, baccalaureate, graduate and continuing education programs are in this category.

Educational Technology. Supports to teaching and learning are in this category. Topics include library and learning resources, computer-based instruction, models for assessing learning needs in adults, and classroom teaching techniques.

Administration. This category reflects administrative concerns in both academia and service settings.

Miscellaneous. This category contains documents on various related topics such as gerontology, public affairs, culture, and international aspects of nursing education.

The categories described above characterize some of the content areas found under the descriptors of "nursing education" and "research" in the ERIC system. Many of these references also appear under other descriptors found in the *Thesaurus of ERIC Descriptors*. Decisions must be made by each individual searcher regarding descriptors to be used, time periods searched and whether to search document literature as well as published journals for information.

How to Access ERIC

METHODS

Manual. For a manual search, look in the Subject Indexes of *RIE* and *CIJE*. These are monthly publications that also have semi-annual and annual editions.

Online Computer. This service is available from three major vendors of database services: BRS Information Technologies, DIALOG Information Services and ORBIT Information Service.

Compact-Disk Read-Only-Memory (CD-ROM) Services. These are provided mainly by DIALOG Information Services, Online Computer Library Center (OCLC), and Silver Platter Information Services.

Home Computer with Modem. This can be linked to BRS Information Technologies After Dark Service or DIALOG Information Service's Knowledge Index.

ATTACHMENT 8
(Page 2 of 2)

Home Computer Using Floppy Disks. Disks containing portions of the ERIC database are available through subscription from the ERIC Clearinghouse on Information Resources.

THE SEARCH PROCESS

Find an ERIC Information Service Provider. Brandhorst and Eustace, (1986), identify 891 locations that provide ERIC-related services and information. Almost 600 of these providers are located in institutions of higher education; 86 are in government agencies (federal, state or local); and 36 are in public libraries. The remaining locations are scattered among ERIC clearinghouses, and profit and non-profit organizations. There are 120 of these providers located outside of the United States. If a local university or public library does not have a directory of providers, contact the ERIC Processing and Reference Facility or an ERIC clearinghouse.

Frame your specific topic. After deciding possible categories for which you want to search, use the provider's *Thesaurus of ERIC Descriptors* to choose appropriate index terms used by ERIC to categorize each reference in the database.

Examine your descriptors. After choosing the best descriptors for your topic, find these terms in the Alphabetical Descriptor Display. Note the Scope Notes (SNs), Broad Terms (BTs), Narrow Terms (NTs), or Related Terms (RTs) that may help in expanding your list of descriptors.

Choose your method. The various methods for access have been outlined previously. All of these methods will provide you with a list of references.

Follow-up. After examining the references on the list, access the document literature (ED) via microfiche at most libraries or purchase the documents from EDRS. Journal articles (EJ) are available through libraries or reprint services.

Entering Nursing Education Documents into ERIC

Published articles in the 760 journals that are indexed by ERIC are entered into the system after clearinghouse review and selection. If an article is not selected, it may be due to an over representation of references on the same subject or cost constraints within a clearinghouse.

Researchers in nursing education who wish to submit reports, speeches, or papers given at conferences can contact either the ERIC Processing and Reference Facility or a clearinghouse in the general subject area of their document.

The two clearinghouses that contained most of the references for nursing education were the Clearinghouse on Adult, Career, and Vocational Education at Ohio State University in Columbus, Ohio and the Clearinghouse on Higher Education at George Washington University in Washington, DC.

The ERIC Processing and Reference Facility is located at: 4350 East-West Highway, Suite 1100, Bethesda, Maryland 20814-4475. Telephone: (301) 656-9723.

References

Brandhorst, T., & Eustace, J. (Eds.). (1986). *Directory of ERIC information service providers*. Washington, DC: U.S. Government Printing Office.

Houston, J.E. (Ed.). (1987). *Thesaurus of ERIC Descriptors* (11th ed.). Phoenix: ORYX.

McLaughlin, P.W. (1987). New access points to ERIC-CD-ROM versions. *ERIC digest*. Syracuse: ERIC Clearinghouse on Information Resources.

Seiser, V. (1987). ERIC through the ages. Search for information about specific age groups in the ERIC database. *Database, 10*(4), 75-82.

EAB-10/11, 1988

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Sample Search Questions and Sample Outputs

Question: What tests are available to evaluate an employee's job performance?

AN ACCESSION NUMBER: TC014796. ETS 8609.
TI TITLE: Employee Effectiveness Profile.
AU AUTHOR: Pfeiffer-William-J.
YR YEAR: 86.
MJ MAJOR DESCRIPTORS: Occupational-Tests. Personnel-Evaluation
MN MINOR DESCRIPTORS: Administration. Adults. Employee-Attitudes. Job-Performance. Personnel-Management. Profiles. Rating-Scales. Supervisors. Supervisory-Methods. Work-Attitudes.
RT RESOURCE TYPE: ASSESSMENT/SCREENING INSTRUMENT.
AV AVAILABILITY: University Associates; 8517 Production Avenue, San Diego, CA 92121.
TG TARGET AUDIENCE: Adults.
NT NOTES:
ITEMS: 19.
AB ABSTRACT: This profile is designed to assist managers in identifying the overall effectiveness of individual employees. It is completed by the supervisor. Uses a variation of The Productivity-Potential Model to describe employees as: stars, workhorses, marginal, deadwood, trainees or problem children. Uses a four-point Likert type agree/disagree scale. Strategies are suggested to deal with each type of employee.

Question: What tests are available to measure the English language proficiency of non-native speakers of English?

AN ACCESSION NUMBER: TC014800 ETS 8609.
TI TITLE: Comprehensive English Language Test.
DT SUBTESTS: Listening; Structure; Vocabulary.
AU AUTHOR: Harris-David-P; Palmer-Leslie-A.
YR YEAR: 86.
MJ MAJOR DESCRIPTORS: Achievement-Tests. College-Students. English-Second-Language. High-School-Students. Language-Proficiency.
MN MINOR DESCRIPTORS: Adolescents. Adults. Expressive-Language. Grammar. Higher-Education. Listening. Oral-Language. Receptive-Language. Secondary-Education. Student-Placement. Vocabulary.
RT RESOURCE TYPE: ASSESSMENT/SCREENING INSTRUMENT.
ID IDENTIFIERS: CELT; Oral Testing.
AV AVAILABILITY: Delta Systems; 570 Rock Road Drive, Unit H, Dundee, IL 60118.
GL GRADE LEVEL: 9; 10; 11; 12; Higher Education.
NT NOTES:
TIME: 135.

AB ABSTRACT: This test is designed to measure the English language proficiency of non-native speakers. It is used with students in high school, college or adult programs of English as a second or foreign language, at the intermediate and advanced levels. May be used for placement or measuring achievement. Covers the ability to: comprehend short statements, questions and dialogues spoken by native speakers; manipulate grammatical structures in spoken English; understand lexical items in advanced English reading.

Question: What are some recent achievement tests available for use in a high school?

AN ACCESSION NUMBER: TC014353 ETS 8602.
TI TITLE: California Achievement Tests, Forms E and F, Level 20.
DT SUBTESTS: Vocabulary; Comprehension; Spelling; Language Mechanics; Language Expression; Mathematics Computation; Mathematics Concepts and Applications; Study Skills; Science; Social Studies.
AU INSTITUTIONAL AUTHOR: CTB/McGraw-Hill, Monterey, CA.
YR YEAR: 85.
MJ MAJOR DESCRIPTORS: Achievement-Tests. Basic-Skills. High-School-Students. Norm-Referenced-Tests.
MN MINOR DESCRIPTORS: Criterion-Referenced-Tests. High-Schools. Language-Arts. Mathematics-Achievement. Reading-Achievement. Reading-Comprehension. Secondary-School-Mathematics. Secondary-School-Science. Social-Studies. Spelling. Study-Skills. Vocabulary.
RT RESOURCE TYPE: ASSESSMENT/SCREENING INSTRUMENT.
ID IDENTIFIERS: CAT; Test Batteries.
AV AVAILABILITY: CTB/McGraw-Hill; Del Monte Research Park, 2500 Garden Road, Monterey, CA 93940.
GL GRADE LEVEL: 10; 11; 12.
NT NOTES:
TIME: 408.
ITEMS: 469.
AB ABSTRACT: A series of norm-referenced, objectives-based tests for kindergarten through grade 12. Series is designed to measure achievement in the basic skills commonly found in state and district curricula. The tests combine the most useful characteristics of norm-referenced and criterion-referenced tests and therefore provide information about the relative ranking of students against a norm group as well as specific information about students' instructional needs. Subject areas measured are reading, spelling, language, mathematics, and study skills. Optional tests are available for science and social studies. The test battery also serves measurement needs of special programs, such as Chapter 1, ECIA, etc.

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EDUCATIONAL TESTING SERVICE

TEST COLLECTION DATABASE

Princeton, NJ 08541

ATTACHMENT 9
(Page 1 of 4)

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EDUCATIONAL TESTING SERVICE TEST COLLECTION DATABASE

The Educational Testing Service Test Collection file is a publicly searchable database through BRS Information Technologies, a commercial vendor of databases.

TEST COLLECTION COVERAGE

Bibliographic records of tests containing descriptions and availability information.

Currently, over 8,000 test records describing assessment tools used to evaluate:

- achievement
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- attitudes
- interests
- personality
- sensory-motor skills
- special populations
- vocational/occupational areas

Contains information on commercially available tests and noncommercial research instruments

Quarterly updates describing newly acquired instruments

KINDS OF INFORMATION

Tests currently available to fill information needs

Example: A vocational counselor needs some vocational interest inventories suitable for use with adults

Example: A school district is considering a program for its gifted and talented students and needs assessment tools to identify these students

Availability information on tests

Example: What is the address of the publisher of the *Comprehensive Tests of Basic Skills?*

Example: I need a list of tests available from Western Psychological Services in California.

Tests which assess skills, characteristics or attributes which have not been extensively researched or for which information is limited.

Example: Are there any instruments available to measure shyness?

Example: Are there any measures which might be used to predict recidivism in released criminal offenders?

ATTACHMENT 3
(Page 2 of 4)

SEARCH CAPABILITIES

Search on keywords appearing anywhere in the test record

Limit searches to any one or a combination of the following:

- Title
- Author
- Publication Date
- Availability Source
- Subtests
- Subject Indexing Terms, Major and/or Minor
- Identifiers
- Age or Grade Level
- Abstract

Search on subject indexing terms, using the *Thesaurus of ERIC Descriptors.*

Added Value

Do you need information on how others have used the tests?

Using the titles of the tests you've discovered by searching the Test Collection database, do a search in ERIC and find research studies, reviews, and other reports on the tests in which you are interested.

FOR MORE INFORMATION

How to search BRS

Customer Services
BRS
1200 Route 7
Latham, NY 12110
(518) 783-1161 or (800) 345-4BRS

Information on the Test Collection

Marilyn Halpern
Test Collection
Educational Testing Service
Princeton, NJ 08541
(609) 734-5737

SEARCHABLE FIELDS IN THE TEST COLLECTION DATABASE

(SEARCH LABEL—ETSF)

Paragraph Label	Name	Description
AN	Accession Number	Six-digit identification number assigned by Test Collection to a test
UP	Update	Allows a search on test descriptions entered at, before, or after a certain date
TI	Title	Name of test
DT	Subtests	Components within the overall test which assess skills or other factors
AU	Author	Personal or institutional
YR	Year	Year test was published or copyrighted
DE	Descriptors	Subject indexing terms from the *Thesaurus of ERIC Descriptors*
MJ	Descriptors, Major	Limits descriptors to those connoting major emphasis of test
MN	Descriptors, Minor	Limits descriptors to those connoting minor emphasis of test
SW	Single-word Descriptors	Single-word indexing terms from the *Thesaurus of ERIC Descriptors*
SJ	Single-word Descriptors, Major	Limits single-word descriptors to those connoting major emphasis of test
SN	Single-word Descriptors, Minor	Limits single-word descriptors to those connoting minor emphasis of test
RT	Resource Type	Type of material for Test Collection. It is always Assessment-Screening
ID	Identifiers	Additional indexing terms not found in the *Thesaurus of ERIC Descriptors*
AV	Availability	Test publisher or distributor
GL	Grade Level	List of grades for which test is suitable
TG	Target Audience	List of ages for which test is suitable
NT	Notes	May contain cross references, time needed to take test, number of items
AB	Abstract	A description of the test and its purpose

FAB-10/11, 1988

DESCRIPTOR SEARCHING IN THE EDUCATIONAL TESTING SERVICE TEST COLLECTION (ETSF)

The Educational Testing Service Test Collection (ETSF) database, produced by the Educational Testing Service in Princeton, New Jersey, currently consists of more than 8,600 bibliographic records describing a wide array of tests in the general areas of achievement, aptitude, interests and attitudes, personality, sensory-motor skills, special populations, and vocational-occupational skills. The tests described in this database cover a wide range of subject areas. For instance, you can find information on tests for subjects such as:

- reading achievement
- logical thinking
- attitudes toward women and sex roles
- aggression and other personality traits
- self-concept
- measures for use with learning-disabled persons
- vocational interests
- data processing skills
- decision-making processes
- measures used in marriage counseling

Using Descriptors To Search

You can use either multiword or single-word descriptors to search the Educational Testing Service Test Collection (ETSF) database. The Descriptor (DE) field consists of controlled vocabulary from the *Thesaurus of ERIC Descriptors*. You have various options for restricting your search terms to the Descriptor (DE) Field. Search on all descriptors in the Descriptor (DE) field, or you can restrict your search to:

- Major Descriptor (MJ) field containing those terms considered major descriptors
- Minor Descriptor (MN) field containing those terms considered minor descriptors
- Single Word Descriptor (SW) field containing all single-word descriptors
- Single Word Major Descriptor (SJ) field containing those single-word descriptors considered major
- Single Word Minor Descriptor (SN) field containing those single-word descriptors considered minor

You can do a more comprehensive subject search in the Descriptors (DE) field rather than restricting your search to the Major or Minor Descriptors fields.

The following examples illustrate how restricting your search to various fields affects your retrieval. However, please note that only the Major Descriptor (MJ) and Minor Descriptor (MN) fields appear in your display. The other fields, except for DE, are all SEARCH ONLY fields.

Descriptor (DE) Field

The Descriptor (DE) field is a superlabel for MJ, MN, SW, SJ, and SN. You can restrict your search to the DE field by hyphenating your search terms which automatically restricts your search to the DE field. Or you can add ".de." to the end of your terms:

1__: learning-disabilities
RESULT 188 DOCUMENTS
2__: learning adj disabilities.de.
RESULT 188 DOCUMENTS

Major Descriptor (MJ) Field
3__: learning-disabilities.mj.
RESULT 89 DOCUMENTS

Minor Descriptor (MN) Field
4__: learning-disabilities.mn.
RESULT 99 DOCUMENTS

Single Word Descriptor (SW) Field
5__: aggression.sw.
RESULT 53 DOCUMENTS

Single Word Major Descriptor (SJ) Field
6__: aggression.sj.
RESULT 27 DOCUMENTS

Single Word Minor Descriptor (SN) Field
7__: aggression.sn.
RESULT 26 DOCUMENTS

In addition, for current awareness, searchers can update previous searches by using the Update Code (UP) which displays in the Accession Number (AN) field. For example, if a user did a search on tests used to assess salesmanship in 1987 and wanted to update that search, it could be done using the LIMIT command. See Search Sample 6.

```
Search Sample 6

ETSF JUN 1988
BRS SEARCH MODE - ENTER QUERY
      1__:  sales.de.

        RESULT     77 DOCUMENTS
      2__:  salesmanship.de.

        RESULT     30 DOCUMENTS
      3__:  1 or 2

        RESULT     81 DOCUMENTS
      4__:  ..L/3 up > 8712

        RESULT     30 DOCUMENTS

BRS SEARCH MODE - ENTER QUERY
      5__:  ..p 4 an/1

          1
AN    ACCESSION NUMBER: TC810624 ETS 8802.
```

Or, use the Valued Parameter feature. See Search Sample 7.

```
Search Sample 7

BRS SEARCH MODE - ENTER QUERY
      5__:  3 and 'up > 8712

        RESULT     30 DOCUMENTS

BRS SEARCH MODE - ENTER QUERY
      6__:  ..p 5 all/1

          1
AN    ACCESSION NUMBER: TC810624 ETS 8802.
TI    TITLE: The Poppleton Allen •Sales• Aptitude Test
DT    SUBTESTS: Administrative Effectiveness; Social
      Sophistication; Emotional Resilience; Dynamism;
      Economic Motivation; Empathy; Competitiveness;
      Organizational Ability; Work Commitment; Emotional
      Stability; Self-Sufficiency; Verbal Fluency; Determina-
      tion; Self-Confidence; Entertaining.
AU    AUTHOR: Poppleton-S; And Others.
YR    YEAR: 84.
MJ    MAJOR DESCRIPTORS: Personnel-Selection
      •Salesmanship • •Sales-Occupations.•
MN    MINOR DESCRIPTORS: Adults; Foreign-Countries;
      Questionnaires; Rating-Scales.
RT    RESOURCE TYPE: ASSESSMENT/SCREENING
      INSTRUMENT.
ID    IDENTIFIERS: England; Great Britain; PASAT.
AV    AVAILABILITY: The Test Agency; Cournswood House;
      North Dean; High Wycombe; Bucks HP14 4NW;
      England.
TG    TARGET AUDIENCE: Adults.
NT    NOTES:
      TIME: 25; approx.
      ITEMS: 126.
AB    ABSTRACT:  A •sales• aptitude test whose main pur-
      pose is to improve •sales• selection. Designed to
      measure those attributes which are of importance
      for effective selling in industry. Test is divided into
      two sections. Section one comprises ninety-nine
      items each consisting of a statement about a type
      of behavior. The testees rate how often they show
      that behavior. Section two comprises twenty-seven
      items. The testees rate how frequently other people
      have exhibited certain behaviors and reactions
      toward them.
END OF REQUEST
```

With these features in ETSF, you have the capability of narrowing searches and deciding on the emphasis you wish to place on the direction of your searches. ▪

*** CIJE MONTHLY REPORT - OCT88 I.CIJE2 ***08:28:11 29 AUG 1988 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	68	15	14	882
CG	102	11	0	1648
CS	268	23	64	1518
EA	76	9	0	957
EC	147	16	29	1679
FL	34	4	1	621
HE	144	17	0	1460
IR	105	21	3	1187
JC	33	3	0	259
PS	65	6	0	750
RC	23	3	0	259
SE	88	9	6	1374
SO	90	11	5	1173
SP	63	7	1	731
TM	14	3	0	366
UD	105	18	0	638
GRAND TOTALS	1425	176	123	15502

CIJE MONTHLY REPORT - NOV88 I.CIJE1 ***12 OCT 1988 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	100	20	26	982
CG	129	9	12	1777
CS	202	16	0	1720
EA	64	8	0	1021
EC	137	18	11	1816
FL	105	15	0	726
HE	76	9	0	1536
IR	103	23	2	1290
JC	27	3	0	286
PS	72	8	0	822
RC	68	7	0	327
SE	137	13	16	1511
SO	150	29	7	1323
SP	78	10	0	809
TM	101	12	0	467
UD	75	11	9	713
GRAND TOTALS	1624	211	92	17126

*** CIJE MONTHLY REPORT - DEC88 *I.CIJE2 ***13:27:30 21 OCT 1988 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	93	17	21	1075
CG	124	11	0	1901
CS	125	13	13	1845
EA	31	6	0	1052
EC	160	16	52	1976
FL	63	5	6	789
HE	70	10	0	1606
IR	82	13	1	1372
JC	20	3	0	306
PS	27	2	0	849
RC	87	10	0	414
SE	64	10	3	1575
SO	117	16	22	1440
SP	87	9	0	896
TM	16	3	0	483
UD	49	10	1	762
GRAND TOTALS	1215	154	119	18341

EAB-10/11, 1988

ATTACHMENT 10
(Page 3 of 3)

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The
Oryx Press
Suite 103
2214 North Central at Encanto
Phoenix, Arizona 85004

September 7, 1988

CIJE SOURCE JOURNAL UPDATE
NOV88

Deletions

IR AEDS Journal
IR AEDS Monitor
IR Media Management Journal
IR Television and Families
CG Administration in Mental Health
CG Computers in Human Services
CG Educational Gerontology
CG Journal of College and University Student Housing
CG Journal of Divorce
CG Psychology of Women Quarterly
CG School Guidance Worker
CG Social Work
SP Today's Education
EA Journal of Educational Communication
CS Computers, Reading & Language Arts
CS Secondary School Theatre Journal
CE Business Education World
CE Workplace Education

Additions

SP Strategies
CS Reading Improvement
CS New Advocate
CS Journal of Advanced Composition
CS Human Factors
SO Journal of Aesthetic Education
IR Computers in Human Behavior
IR Machine-Mediated Learning
IR Academic Computing

Name Changes

CS Highway One to Canadian Journal of English Language Arts
CS Journal of the American Forensic Association to Argumentation and Advocacy

Telephone (602) 254-6156 • Alanet ALA 0978 • Source BCJ387

The Oryx Press
Suite 103
2214 North Central at Encanto
Phoenix, Arizona 85004
(602) 254-6156

OCTOBER 21 1988

CIJE SOURCE JOURNAL INDEX UPDATE
FOR JAN89

Additions

SO Political Science Teacher

RC American Indian and Alaska Native Mental Health Research

RC Appalachian Journal

RC Comparative Education Review

RC Hands On

RC Journal of Rural Studies

RC Rural Sociologist

RC Social Forces

RC Winds of Change

CE Community Education Journal

CE Journal of Consumer Affairs

CE Journal of Continuing Higher Education

CE Journal of Vocational and Technical Education

CE Nursing and Health Care

CE Personnel (AMA)

EA Economics of Education Review

IR Emergency Librarian

Deletions

RC Bradford Papers Annual

RC North Carolina Journal of Outdoor Education

RC White Cloud Journal of American Indian Mental Health

CE Business Education World

CE Contemporary Analysis in Education

CE Journal of Nursing Administration

CE Aging and Work

CE Nurse Educator

CE Workplace Education

Telephone (602) 254-6156 • Telex 910-951-1333 • Cable Address OHYXPHX • Alanet ALA 0978 • Source BCJ 387

THESAURUS ADDITIONS AND CHANGES

The following additions and modifications have been made to the ERIC controlled vocabulary since August 1986. They are, therefore, not included in the 11th (1987) edition of the *Thesaurus of ERIC Descriptors*.

ABSTRACTS *Jul. 1966*
SN (Scope Note Added) (note: do not confuse with "Bibliographic Records")

ACQUIRED IMMUNE DEFICIENCY SYNDROME *Aug. 1987*
SN Infectious, life-threatening virus that inhibits the body's protective immune system—transmitted chiefly by sexual contact, the sharing of intravenous needles/syringes, or unscreened blood transfusions
UF AIDS (Disease)
HTLV 3
Human Immunodeficiency Virus
Human T Cell Lymphotropic Virus Type 3

ADULT CHILDREN *Dec. 1987*
SN Grown-up sons and daughters (approximately 18+ years of age)
UF Adult Offspring
Grown Children

AFRICAN STUDIES *Aug. 1988*
SN Interdisciplinary instruction and research concerned with the continent of Africa and its inhabitants—generally encompasses sub-Saharan Africa, but may also include North Africa

ALCOHOL ABUSE *Jun. 1988*
SN Excessive or otherwise inappropriate ingestion of alcoholic beverages often causing risk or injury to health and impaired social functioning (note: if possible, use the more specific term "Alcoholism")
UF Alcohol Intoxication
Drunkenness (Alcohol)
Problem Drinking

Alcohol Consumption
USE DRINKING

Alcohol Use
USE DRINKING

AUDIENCE AWARENESS *Aug. 1988*
SN The conceptions of the writer, speaker, or performer concerning the recipients of his/her communication

AUDIENCE RESPONSE *Aug. 1988*
SN Recipient reactions to, and interpretations of, oral, visual, or written communication (note: if possible, use the more specific term "Reader Response")

BIBLIOGRAPHIC DATABASES *Dec. 1987*
SN Organized collections of machine-readable records that describe books, journal articles, reports, or other primary sources of information

Bibliographic Instruction
USE LIBRARY INSTRUCTION

BIBLIOGRAPHIC RECORDS *Dec. 1987*
SN Records in a database or library catalog that describe a bibliographic item (book, film, etc.)—generally containing author, title, and publication information and often enhanced with abstracts and/or subject terms (note: for references to other works within bibliographic items, use "Citations (References)," which, prior to Dec87, was sometimes used for "Bibliographic Records")

BODY COMPOSITION *Aug. 1988*
SN The amounts of fat and nonfat tissue in the body, usually expressed as a ratio
UF Body Density
Body Fatness
Body Mass
Fat Ratio
Lean Fat Ratio
Percent Body Fat

CAREGIVERS *Dec. 1987*
SN Individuals who provide personal care to others—includes professionals, nonprofessionals, family members, and friends (note: use a more specific term if possible)

CHILDLESSNESS *Jun. 1988*
SN Having no natural children (note: if appropriate, coordinate with the Identifier "Voluntary Childlessness")

CHRONIC ILLNESS *Jun. 1988*
("Chronic Illnesses" deleted as USE reference)
SN Disease or ailment of long duration or frequent recurrence, and often of increasing severity

CITATIONS (REFERENCES) *Mar. 1980*
SN (Scope Note Changed) References that identify works which have been used as authorities or from which passages have been quoted (note: do not confuse with "Bibliographic Records")

Classroom Management
USE CLASSROOM TECHNIQUES

COHABITATION *Jun. 1988*
SN Refers primarily to unmarried couples living together

COLLEGIALITY *Aug. 1988*
SN Relationship among people within a profession, field, organization, or office, characterized by trust, openness, concern, and cooperation
UF Collegial Models

COMPUTER GAMES *Dec. 1987*
SN Games played on computers, as either educational tools or recreational pastimes

Computer Keyboards
USE KEYBOARDING (DATA ENTRY)

COMPUTER PERIPHERALS *Dec. 1987*
SN Any computer equipment other than the central processing unit, i.e., devices for input, output, storage, add-on memory, and other auxiliary functions
UF Computer Auxiliary Equipment

COMPUTER PRINTERS *Jan. 1988*
SN Computer output devices that produce readable, hard-copy data on paper, film, etc.

COMPUTER SYSTEM DESIGN *Jan. 1988*
SN The process of selecting, setting up, and modifying a system of computer hardware and software—also, the layout and specifications of a computer system
UF Computer System Development

COMPUTER TERMINALS *Jan. 1988*
SN Input output devices, generally including a keyboard and a display unit (video or print), used to enter data into and receive data from a computer (note: prior to Jan88, the instruction "Computer Terminals, use Input Output Devices" was carried in the Thesaurus)

COOPERATIVE LEARNING *Aug. 1988*
SN Learning situation in which students work together in small groups and receive rewards or recognition based on their group's performance

Cooperative Work Experience Programs
USE COOPERATIVE EDUCATION

COURSE INTEGRATED LIBRARY INSTRUCTION *Jan. 1988*
SN Library instruction given as part of a course in another subject, i.e., English, history, etc.
UF Course Related Library Instruction

DATABASE DESIGN *Jan. 1988*
SN The process of planning and organizing the content and structure of a database—also, the specifications that result from this process

DEBATE FORMAT *Aug. 1988*
SN Structure or framework of formal debate, including order and duration of arguments

DISK DRIVES *Jan. 1988*
SN Input output devices that effect the necessary movements of disks or disk packs and that have read/write heads for accessing and recording data on the disks and communicating with the computer

DISTRACTORS (TESTS) *Aug. 1988*
SN Incorrect alternative answers used in objective test items—also, incorrect choices or extraneous information used in test-like tasks

FLOPPY DISKS *Dec. 1987*
SN Computer storage devices in the form of small flexible magnetic disks enclosed in semirigid jackets—generally used with microcomputers
UF Diskettes
Flexible Disks

FRAIL ELDERLY *Jun. 1988*
SN Elderly persons whose physical or mental abilities are so reduced that regular assistance is needed for daily living or social contacts

FREE ENTERPRISE SYSTEM *Aug. 1988*
SN Economic system in which individuals, rather than the government, make decisions about the way goods and services are produced, distributed, and used
UF Free Market
Laissez Faire Economy
Market Economy

FULL TEXT DATABASES *Jan. 1988*
SN Machine-readable files containing the complete texts of journal articles, newspaper items, legal documents, encyclopedias, or other works

GRADE REPETITION *Jul. 1966*
SN (Scope Note Added) Repeating a grade level in school because of deficient achievement

HEALTH CARE COSTS *Jun. 1988*
UF Health Costs

HEALTH PROMOTION *Jun. 1988*
SN Activities that encourage and support physical and mental wellness
UF Preventive Health
Wellness Programs

Hiring (Personnel)
USE PERSONNEL SELECTION

IMPORTS *Aug. 1988*

Infant Death Rate
USE INFANT MORTALITY
and MORTALITY RATE

INTIMACY *Jun. 1988*
SN Especially close association or familiarity (usually interpersonal, often affectionate or loving)

JOURNAL WRITING *Aug. 1988*
SN Writing done regularly in logs or notebooks to gather thoughts or ideas, sometimes for later use in more formal writing (note: use "Writing for Publication" for journal article writing)

JOURNALISM HISTORY *Aug. 1988*

KODALY METHOD *Aug. 1988*
SN System of music education for children that includes singing, ear training, solfeggio, rhythmic movement, and improvisation—developed by Hungarian composer, Zoltan Kodaly, to achieve the goal of music literacy

MAGNETIC DISKS *Dec. 1987*
SN Computer storage devices in the form of flat circular plates coated on one or both sides with magnetic material on which information may be recorded and stored for future use

MAGNETIC TAPES *Jan. 1969*
SN (Scope Note Changed) Tapes coated on one or both sides with a magnetic oxide, on which data are stored by the selective polarization of portions of the surfaces—used for recording video, audio, or computer data (note: use a more specific term if possible)

MAIL SURVEYS *Aug. 1988*
SN Includes postal and electronic mail surveys (note: use as a minor Descriptor for examples of this kind of survey—use as a major Descriptor only as the subject of a document)

MASS MEDIA ROLE *Aug. 1988*
SN Functions or tasks expected of or performed by the mass media in society, e.g., news, education, entertainment, propaganda
UF Media Role (Mass Media)

MASS MEDIA USE *Aug. 1988*
SN The manner, purpose, frequency, etc., of audience use of the electronic or printed mass media
UF Media Use (Mass Media)

Medical Costs
USE HEALTH CARE COSTS
and MEDICAL SERVICES

MENSTRUATION *Aug. 1988*
SN Cyclic discharge of blood and tissues from the uterus, normally occurring between puberty and menopause except during pregnancy (note: see also Identifiers "Menarche," "Menopause," "Menstrual Disorders," "Premenstrual Syndrome," and "Toxic Shock Syndrome")
UF Menses

MISSING CHILDREN *Aug. 1988*

MODEMS *Jan. 1988*
SN Devices that convert computer output to signals that can be transmitted over communications lines and that restore the signals to their original form at the receiving end
UF Modulator Demodulators

Mortality (Physiology)
USE DEATH

MORTALITY RATE *Jun. 1988*
SN Ratio between the number of deaths and the number of individuals in a specified population
UF Death Rate

News Use
USE MASS MEDIA USE
and NEWS MEDIA

NUMERIC DATABASES *Jan. 1988*
SN Machine-readable files primarily consisting of statistical or other quantitative data, often with user manipulability

OFFICE AUTOMATION *Jan. 1988*
SN Application of computer and communications technologies to office functions and tasks

ORAL REHYDRATION THERAPY *Aug. 1988*
SN Use of a special drink of sugar and salt in water to reverse or prevent dehydration caused by acute diarrhea

Peer Tutoring
USE PEER TEACHING and TUTORING

PHYSICAL ATTRACTIVENESS *Jun. 1988*
SN (Note: see also the Identifier "Facial Attractiveness")

Press Role
USE MASS MEDIA ROLE
and NEWS MEDIA

PREVENTIVE MEDICINE *Jul. 1966*
SN (Scope Note Added) Medical science that deals with prevention of diseases

Retention (in Grade)
USE GRADE REPETITION

SCHOOL PRAYER *Aug. 1988*
SN Individual or group prayer in a public or private school setting
UF Prayer in Schools

SELF EFFICACY *Jun. 1988*
SN Belief or expectation about one's own ability to perform a given task successfully
UF Efficacy Expectation

SIBLING RELATIONSHIP *Aug. 1988*

Sociodramatic Play
USE DRAMATIC PLAY

SPEECH SYNTHESIZERS *Jan. 1988*
SN Devices that simulate the human voice
UF Text to Speech Synthesizers
Voice Synthesizers

SPORTS MEDICINE *Aug. 1988*
SN Branch of medicine concerned with the effects of sports and exercise on health and fitness and with the prevention and treatment of athletic injuries
UF Sport Medicine

STUDENT JOURNALS *Aug. 1988*
SN Logs or notebooks in which students regularly record their experiences, ideas, or reflections, often for later revision, and usually not for formal grading by a teacher
UF Student Logs
Student Notebooks (Diaries)

SUBSTANCE ABUSE *Jun. 1988*
SN Excessive or otherwise inappropriate ingestion of alcohol, drugs, tobacco, or other chemical or organic substances, often impairing physiological and/or psychological functions

Symbolic Play
USE PRETEND PLAY

TACTILE STIMULI *Jan. 1988*
UF Tactual Stimuli

TEACHER EXPECTATIONS OF STUDENTS *Aug. 1988*
SN Teacher anticipation of student behavior or achievement based on preconceptions and such intervening cues as students' test scores, physical appearance, speech patterns, etc.—also, the effects of that anticipation (note: see also Identifiers "Pygmalion Effect" and "Self Fulfilling Prophecies")

Television Role
USE MASS MEDIA ROLE
and TELEVISION

Television Use
USE MASS MEDIA USE
and TELEVISION VIEWING

TEST SCORE DECLINE *Aug. 1988*
SN Decreasing scores of groups of test takers or a decrease in the average score of all examinees
UF Declining Scores

Text Editing
USE WORD PROCESSING

Text Editors
USE COMPUTER SOFTWARE
and WORD PROCESSING

TEXT STRUCTURE *Aug. 1988*
SN Arrangement and connectivity of the ideas in a textual passage in terms of format, order, density, repetitiveness, elaborateness, etc., as related to comprehension and or recall

TRANSRACIAL ADOPTION *Aug. 1988*
UF Interracial Adoption

VIDEO DISPLAY TERMINALS *Jan. 1988*
UF Cathode Ray Tube Terminals
Visual Display Units

WRITING ACROSS THE CURRICULUM *Dec. 1987*
SN Educational movement or strategy that advocates the incorporation of writing into all classes and disciplines, to help students improve their writing and use writing as a learning tool

BEST COPY AVAILABLE

Table 1
Level of Availability
of ERIC Documents (ED File)
(Statistics by Year, 1966-1988)

	Level (Absolute Number/%)						
Year	Level 1 Accessions	%	Level 2 Accessions	%	Level 3 Accessions	%	Total Accessions
1966	2868	94.1	109	3.6	71	2.3	3048
1967	2113	93.8	30	1.3	111	4.9	2254
1968	6682	75.9	285	3.2	1836	20.9	8803
1969	7592	72.6	660	6.3	2201	21.1	10,453
1970	7198	68.8	1235	11.8	2023	19.4	10,456
1971	8936	72.5	951	7.7	2443	19.8	12,330
1972	9608	78.6	471	3.8	2151	17.6	12,230
1973	11,031	77.9	589	4.1	2547	18.0	14,167
1974	11,583	80.1	589	4.1	2294	15.8	14,466
1975	12,249	79.8	1139	7.4	1953	12.8	15,341
1976	12,821	76.2	1836	10.9	2162	12.9	16,819
1977	11,929	78.1	1913	12.5	1429	9.4	15,271
1978	11,706	76.5	2486	16.2	1111	7.3	15,303
1979	12,035	71.8	3759	22.4	962	5.8	16,756
1980	12,754	79.8	2677	16.7	562	3.5	15,993
1981	12,484	83.6	1967	13.2	483	3.2	14,934
1982	11,273	81.5	1921	13.9	631	4.6	13,825
1983	11,326	83.1	1765	13.0	536	3.9	13,627
1984	12,075	84.8	1899	13.3	273	1.9	14,247
1985	11,178	87.3	1428	11.2	197	1.5	12,803
1986	10,872	87.2	1348	10.8	254	2.0	12,474
1987	10,638	86.4	1429	11.6	242	2.0	12,309
1988	10,564	87.1	1307	10.8	258	2.1	12,129
Totals	231,515	79.8	31,793	11.0	26,730	9.2	290,038

Note 1: Level 1 = Available from EDRS in Microfiche and Paper Copy
Level 2 = Available from EDRS in Microfiche Only
Level 3 = Not Available from EDRS. (Alternate Source Cited in RIE)

Note 2: Given the fact of periodic changes to the ERIC backfile, there will be slight fluctuations in these statistics depending on when they are obtained.

ATTACHMENT 14
(Page 1 OF 1)

SINGLE FRAME RESUME STATISTICS
RIEDEC88

RECORDS INPUT = 1022

RECORDS OUTPUT = 1022

LEVEL 1 DOCUMENTS PROCESSED =	904	88.4%
LEVEL 2 DOCUMENTS PROCESSED =	96	9.3%
LEVEL 3 DOCUMENTS PROCESSED =	22	2.1%
OTHER DOCUMENTS PROCESSED =	_____	0.0%
TOTAL =	1022	

LINES PRINTED = 46757

YEAR-TO-DATE STATISTICS

YTD RECORDS INPUT = 12129

YTD RECORDS OUTPUT = 12129

LEVEL 1 DOCUMENTS PROCESSED =	10564	87.0%
LEVEL 2 DOCUMENTS PROCESSED =	1307	10.7%
LEVEL 3 DOCUMENTS PROCESSED =	258	2.1%
OTHER DOCUMENTS PROCESSED =	_____	0.0%
TOTAL =	12129	

YTD LINES PRINTED = 549355

				Responsibility		RIE		CIJE	
			Keyword	Clearinghouse (CH)	Facility	Mandatory	Optional	Mandatory	Optional
1	Facility Input	ERIC Accession Number (ED/EJ)	ACC__		X	X		X	
2		Issue (of Abstract Journal)	ISS__		X	X		X	
3		EDRS Price Code (1)	PRICE__		X	X		-NA-	
4		Pagination (2)							
A		Level 1 and 2 Documents	PAGE__		X	X		-NA-	
B	CH Input (Mandatory Elements)	Level 3 Documents	PAGE__	X		X		-NA-	
5		Clearinghouse Accession No.	CH__	X		X		X	
6		Publication Date	PDAT__	X		X		X (3)	
7		Level of Availability (at EDRS)	LEVEL__	X		X		-NA-	
8		Title	TITLE__	X		X		X	
9		Journal Citation	JNL__	X			X	X	
10		Language (1979-)	LANG__	X	X (English) (4)	X		X	
11		Publication Type (1974-)	PUBTYPE__	X	X (080) (5)	X		X	
12		Descriptors	DESC__	X		X		X	
13A		Abstract	ABST__	X		X			
B	CH Input (Optional Elements) (To be completed when available on document)	—Annotation		X					X
14		Personal Author	AUTH__	X			X		X
15		Institution	INST__	X			X	-NA-	
16		Sponsoring Agency	SPON__	X			X	-NA-	
17		Report Number	REPNO__	X			X	-NA-	
18		Contract Number	CONT__	X			X	-NA-	
19		Grant Number	GR__	X			X	-NA-	
20		Descriptive Note	NOTE__	X			X		X (7)
21		Availability	AVAIL__	X			X		X (6)
22		Geographic Source (1979-)	GEO__	X			X	-NA-	
23		Governmental Status (1979-)	GOV__	X			X	-NA-	
24		Identifiers	IDEN__	X			X		X
25		Target Audience (1984-)	AUD__	X			X		X

ERIC DATA ELEMENTS

(Showing File in Which Used, Mandatory/Optional Status, and Responsible ERIC Component)

NOTES

(1.) **EDRS Price Code**	—	Generated by computer system automatically based on data in Level and Pagination fields.
(2.) **Pagination**	—	Clearinghouses provide pagination only for Level 3 documents (where no actual document is sent to the Facility). Facility performs centralized pagination function on all Level 1 and 2 documents.
(3.) **Publication Date (CIJE)**	—	Derived by CIJE computer system automatically from Journal Citation field (last component).
(4.) **Language (English)**	—	"English" inserted by computer system as default option when no language entered. Data element initiated in 1979.
(5.) **Publication Type (080)**	—	Journal Article (PUBTYPE 080) inserted by CIJE computer system automatically in all CIJE records. Data element initiated in 1974.
(6.) **Availability (CIJE)**	—	"UMI" expanded by CIJE computer system automatically to "Reprint: UMI".
(7.) **Descriptive Note**	—	CIJE use of this data element initiated January 1984.

ERIC RESUME

Summary Instructions

FIELD NAME	KEYWORD	MAX. CHAR. PER ENTRY	MAX. ENTRIES	TYPICAL ENTRY(IES)	NOTES
ERIC Accession Number	**ACC_**	8(FL)	1	ED065432	No entry. Supplied by Facility
Clearinghouse Accession Number	**CH_**	8(FL)	1	TM015432	Assigned by Clearinghouse
Issue (of Abstract Journal)	**ISS_**	8(FL)	1	RIEAPR84	No entry. Supplied by Facility
Publication Date	**PDAT_**	7	1	14May85	Use ONLY following formats: 14May85, May85, 85, or 85
EDRS Level of Availability	**LEVEL_**	1(FL)	1	1	Level 1 - MF & PC Level 2 - MF Only Level 3 - Not available EDRS
Pagination	**PAGE_**	10	1	10	No entry (Except for Level 3 items). Supplied by Facility
Author(s)	**AUTH_**	50	2	Smith, John J.; Doe, R. R. Jones, B. W.; And Others	One or two authors. Three or more authors
Title	**TITLE_**	500	1	Indians in Maine	Include subtitle, translated title, etc.
Institution Code (Corporate Source)	**INST_**	8(FL)	4	BBB08456	See *Source Directory*
Institution Name	**—**	200	4	Heuristics, Inc., Dedham, MA	See *Source Directory*
Sponsoring Agency Code	**SPON_**	8(FL)	4	BBB05495	See *Source Directory*
Sponsoring Agency Name	**—**	200	4	Army Library, Washington, DC	See *Source Directory*
Contract Number	**CONT_**	25	2	400-85-0045	
Grant Number	**GR_**	25	2	NIE-G-85-0025	
Report Number	**REPNO_**	40	4	PB-178-441, NCES-88-600	
Publication Type	**PUBTYPE_**	3	3	090, 160	See *ERIC Processing Manual* for Codes. 080 supplied automatically for all EJs
Descriptive Note	**NOTE_**	300	3	For related documents, see	
Availability	**AVAIL_**	300	1	Harper & Row, 49 E. 33rd St., New York, NY 10016 ($8.50)	OTHER THAN EDRS. DO NOT enter "Available from", etc.
Journal Citation	**JNL_**	75	2	Science, v27 n12 p122-137 May 1985	Semicolon after Journal Name
Language of Document	**LANG_**	50	5	English, French	No entry when only English
Geographic Source of Document	**GEO_**	50	2	U.S., Indiana	See *ERIC Processing Manual* for Geographic Names
Governmental Status of Document	**GOV_**	13	1	Federal	See *ERIC Processing Manual* for Governmental Names
Target Audience	**AUD_**	14	5	Teachers, Parents	See *ERIC Processing Manual* for Target Audience Names
Descriptors	**DESC_**	50	20	*Gifted, Junior High Schools	5 to 10 terms recommended. Asterisk (*) 1 to 6 major terms for printed index. Educational level term required, if appropriate
Identifiers	**IDEN_**	50	10	*Sesame Street	0 to 5 terms recommended. No more than two (2) asterisked (*) for printed index
Abstract/Annotation	**ABST_**	1500	1	The teaching of a dialect modification...	RIE: About 200 words CIJE: About 50 words

Note A: Fixed length data fields are indicated by (FL); all other fields are variable in length. The maxima cited above for variable length fields are practical limits in accordance with the *ERIC Processing Manual* cataloging rules, NOT necessarily those of the computer system, which frequently includes large safety factors.

Note B: Mandatory for RIE: CH, PDAT, LEVEL, PAGE, TITLE, PUBTYPE, LANG, DESC, ABST
Mandatory for CIJE: CH, TITLE, PUBTYPE, LANG, JNL, DESC

BEST COPY AVAILABLE

Resources in Education (RIE)

Sample Resume (Fictitious)
(Showing all Possible Data Fields)

Facility Input

ACC__ED654321
ISS__RIEJAN89
PRICE__EDRS Price – MF01/PC Not Available from EDRS [Computer-Generated]
PAGE__129 [CH's to input for Level 3's]

Clearinghouse Input (Mandatory)

CH__AA123456
PDAT__14May88
LEVEL__2 [= Microfiche (MF) Only]
TITLE__Career Planning for Women.
LAND__English; French [if English only, then no entry]
PUBTYPE__150 [= Speeches/Meeting Papers]
DESC__*Career Planning; Employment Opportunities; Females
ABST__Women's opportunities for employment are directly related to...

Clearinghouse Input (when available)

AUTH__Smith, John D.; Johnson, Jane
INST__BBB98765=Central Univ., Chicago, IL.
SPON__ED00001=Department of Education, Washington, DC.
REPNO__CU-2081-S
CONT__300-88-0001
GR__OERI-G-1094
JNL__Journal of Career Planning; v5 n2 p11-14 Feb 1988
NOTE__Paper presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1988).
AVAIL__Campus Bookstore, 123 College Ave., Chicago, IL 60690 ($3.25).
GEO__U.S.; Illinois
GOV__Federal
IDEN__*Career Day
AUD__Administrators; Policymakers

Current Index to Journals in Education (CIJE)

Sample Resume (Fictitious)
(Showing all Possible Data Fields)

CIJE Publisher Input

ACC__EJ654321
ISS__CIJJAN89
PDAT__14May88 [computer-generated from JNL field]

Clearinghouse Input (mandatory)

CH__AA123456
TITLE__Career Planning for Women.
JNL__Journal of Career Planning; v5 n2 p11-14 Feb 1988
LANG__English; French [if English only, then no entry]
PUBTYPE__055; [080 supplied automatically]
DESC__*Career Planning; Employment Opportunities; Females

Clearinghouse Input (when available)

AUTH__Smith, John D.; Johnson, Jane
NOTE__Presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1988).
AVAIL__UMI
IDEN__*Career Day
AUD__Administrators; Policymakers
ABST__Women's opportunities for employment are directly related to...

EAB ERIC ADMINISTRATIVE BULLETIN

Volume: 13
Number: 1/2
Date: January/ February 1989

Educational Resources Information Center, Office of Educational Research and Improvement, Washington, D.C. 20208

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3. EDRS Price Increase (1989)
4. RIE Schedule Delays - Central ERIC Notice to SOC's
5. Level 3 Accessions List (1966-1988) - Introduction and Statistical Summary
6. Chicago Manual of Style (Correspondence With)
7. InterEd News (Various Items)
8. HE Acquisitions Project - Letter to Source Organizations

We Have Moved!

Effective March 1, 1989, the ERIC Processing and Reference Facility has relocated from 4350 East-West Highway, Bethesda, MD 20814 to:

2440 Research Boulevard
Suite 550
Rockville, MD 20850 - 3238

Our new telephone number is: (301) 590-1420

If appropriate, we are including below a copy of your existing mailing label for the Facility, to facilitate the change of your records.

The ERIC Administrative Bulletin (EAB) is prepared by the ERIC Processing and Reference Facility on the basis of material submitted by all components of the ERIC system. EAB articles are reviewed and approved by Central ERIC before publication.

The EAB is intended to be the "journal" of the ERIC system and a major means for the decentralized components of ERIC to communicate and interact with one another. The EAB is also a permanent record reflecting most of the major events in the life of the ERIC system such as personnel changes, Standing Order Customer changes, etc.) and providing in printed form essential documents (such as ERIC policy and priority statements, Clearinghouse scope statement modifications, ERIC Processing Manual revisions, etc.). Submissions to the EAB are to be sent (using the standard form) to your respective monitor. The deadline for input to each monthly issue is the 10th of the month.

ACTION ITEMS

EDRS DETAILS ITS PROBLEMS WITH REFERRALS FROM CLEARINGHOUSES

At a recent ERIC Support Contractor Meeting, EDRS summarized some of the problems they experience with referrals they receive from other components of the ERIC system. Hopefully, the following items will serve as a "refresher" on typical EDRS problems:

1. All Clearinghouse literature should carry complete EDRS ordering information and address, not just the Clearinghouse address. All documents/articles announced by ERIC Clearinghouses must carry an ED number. Clearinghouse literature should list the EDRS 800# for easy ordering or price information.

2. The EDRS turnaround time for "On-Demand Orders" is five working days, plus in-transit mailing time.

3. Fax Orders——Customers may fax their orders 24 hours a day. They must provide either a purchase order or a Credit Card number. EDRS will fax documents——Customers are charged for the cost of the document and transmission charges plus a $2.00 service fee for each 25 pages. Orders are usually filled within 24 hours.

4. Sometimes orders are sent to a Clearinghouse and not to EDRS. When forwarding these orders to EDRS, please endorse any checks enclosed. EDRS cannot deposit checks made out to Clearinghouses and must, therefore, return the order unfilled to the requestor.

5. If a Clearinghouse gets a request from a customer for a document without an ED#, please ask the customer to write, not to call, EDRS. EDRS does not search titles over the phone. Ideally, Clearinghouses should either provide the ED number or refer the caller to the ERIC Facility for the number.

6. Do not refer customers to EDRS's old address (P.O. Box 190 - Arlington).

...Vic Fortin (EDRS)

CIJE SCHEDULE FOR 1989

The CIJE schedule for 1989 should have been in the last EAB but just missed making it. Provided by Oryx Press, it covers all twelve 1989 issues and extends through September 1989. See **Attachment 1.**

...Magon Kinzie (Oryx Press)

NETWORK NEWS

CIJE SURVEY--EXECUTIVE SUMMARY

A very extensive survey concerning CIJE, that involved all ERIC components, was completed around the first of the year. The responses were compiled and summarized by Central ERIC and provide a basis for future management of the CIJE component of ERIC. A copy of the Executive Summary of the survey is provided as **Attachment 2.**

...Dorothy Myers (CERIC)

ERIC DOCUMENT REPRODUCTION SERVICE (EDRS) GRANTED PRICE INCREASE

The ERIC Document Reproduction Service (EDRS) has been granted a price increase (based on Department of Labor wage rate standards).

The increase is a small one. The price for microfiche received on subscription moves (effective with the January 1989 issue of Resources in Education) from $.084 to $.091 per microfiche. The on-demand price for microfiche moves (effective February 6) from $0.82 per title to $0.85 per title. The on-demand price for paper copy reproductions moves from $1.94 to $2.00, per 25-page increment.

Attachment 3A provides a detailed breakdown of the price increase for all categories of EDRS products, and includes a comparison with prior years. **Attachment 3B** is the new EDRS order form incorporating the changed prices.

...Vic Fortin (EDRS)

RIE SCHEDULE DELAYS

There have been various recent system-wide delays related to the ERIC Facility contract. The Facility contract competition was a long drawn-out affair and was not announced until December 15, 1988. On that date, the Facility was directed to change its computer center "immediately" to the Department of Education computer center. In addition, on February 25, 1989, the Facility will be physically moving from Bethesda to Rockville. All of the above is having an impact on the RIE schedule and on the schedule for various Facility computer-related products.

As a result, Central ERIC notified all microfiche Standing Order Customers of the delay in a memo dated January 10, 1989 (see **Attachment 4**).

...Kevin Arundel (CERIC)

LEVEL 3 ACCESSIONS--CUMULATIVE LIST (1966-1988)

A cumulative list of all Level 3 accessions in the RIE part of the ERIC database from 1966 through 1988 has been prepared by the Facility and distributed to all ERIC components. It is available to the public for $5.00 (postpaid). A copy of the Introduction and statistical summary to this publication appear as **Attachment 5**.

...Ted Brandhorst (ERIC Facility)

"CHICAGO MANUAL OF STYLE" AGREES TO CONSIDER ADDING ACCESSION NUMBERS/ORDER NUMBERS (e.g. ED NUMBERS) TO CITATION STANDARDS

The ERIC Facility, at the request of Central ERIC, made contact with the Chicago Manual of Style to suggest that future editions provide for the inclusion of "document delivery" numbers, such as ED numbers, in standard citations. The suggestion was well received: "We shall surely consider this for the next edition of the Chicago Manual of Style."

The exchange of correspondence appears as **Attachment 6**.

...Ted Brandhorst (ERIC Facility)

INTERED NEWS

A variety of information concerning ERIC's InterEd collaboration is provided as **Attachments 7(A-D)**.

A: Maureen Davis, the editor of Canadian Education Index (now located at Micromedia) continues to keep us informed via a letter dated 1/31/89.

B: Michele Hudon, the editor of the Canadian Education Thesaurus (CET), reports to her Thesaurus Committee on the compilation of CET in a memo dated 8/23/88.

C. A flyer from the Australian Council for Educational Research (ACER) announces the publication of the Bibliography of Education Theses in Australia for 1986.

D. The British Education Thesaurus appeared in 1988, with selected front matter citing the contribution of ERIC to the effort.

...Jim Houston (ERIC Facility)

ACQUISITIONS/NETWORKING PROJECT AT ERIC/HE

During a two-month period this summer and fall, HE contacted all its acquisitions arrangements in order to: (1) update addresses and contacts and (2) acquire documents that may have fallen through the cracks. We trained our secretary, Maureen Hawley, to do computer searches (by institutional source code) of 150 organizations that have traditionally been HE contributors. With the exception of Canada, foreign sources were excluded. Maureen downloaded resumes for all documents submitted since 1984, tidied them up with headers on the word processor, and printed them out for use as enclosures with reminder letters (see sample letter in Attachment 8) to the source organizations. A form for address updates was also enclosed with each letter. This project yielded 99 new ERIC documents. The procedure was extremely time-consuming, but we felt it was worthwhile as a general networking and acquisitions reminder. We will probably repeat it every 3 years.

...Lynn Barnett (HE)

ERIC/HE INTRODUCES SEARCHING ON CD-ROM TO NATIONAL CENTER FOR HIGHER EDUCATION

On Tuesday, January 24, 1989, Jan Burt introduced CD-ROM to the National Center for Higher Education by providing a training session to any interested staff members of the resident higher education associations. Research assistants from the Association of American Registrars and Admissions Officers were the first to try searching the ERIC system with SilverPlatter. Both remarked that they could definitely see themselves becoming regular users of the ERIC work station, especially after finding out that a project that took them a week to do prior to the training session could be done on ERIC on SilverPlatter in just a few minutes.

...Jan Burt (HE)

SOURCE JOURNAL INDEX (BY CLEARINGHOUSE)

The basic Source Journal Index that appears in each issue of CIJE is arranged alphabetically by journal title. Oryx Press has re-sorted this list and arranged it by Clearinghouse for the convenience of the system. This secondary arrangement will not be seen in CIJE, but copies have been distributed to all components of the system and we are told it will be updated periodically in this arrangement by Oryx. For ready reference purposes we are repeating the arrangement by Clearinghouse here in the EAB as **Attachment 9**.

...Joanna Eustace (ERIC Facility)

PERSONNEL

ZARI MAYVILLE JOINS ERIC/HE

HE has promoted Lynn Barnett to Associate Director. Hired as the new Assistant Director is Zari Mayville. Zari has a doctorate in higher education from George Washington University and has been working mostly in the graduate studies department of American University. Zari actually met her husband at ERIC - Bill was an editor for the ASHE-ERIC Higher Education Reports while Zari was a graduate student. Zari would love to be in touch with as many ERIC people as possible, so give her a call or E-Mail her a message.

Chris Rigaux (HE)

LAURA SMIDDIE IS NEW USER SERVICES COORDINATOR AT SO

ERIC/ChESS welcomes to the Clearinghouse Laura Smiddie, the new User Services Coordinator. Laura has a strong background in English and Library Science. We look forward to working with her.

...Jane Henson (SO)

WORKSHOPS/MEETINGS/ CONFERENCES

AMERICAN ASSOCIATION AT STATE COLLEGES AND UNIVERSITIES (AASCU)

Janeula Burt and Brenda Burley attended and exhibited ERIC/HE products at the American Association of State Colleges and Universities (AASCU), November 20-21, 1988. The purpose of the exhibit was to publicize the FIPSE-sponsored AASCU/ERIC Model Program Inventory Project and to update AASCU members on ERIC. AASCU will identify and acquire model program descriptions of state colleges and universities, which will be incorporated into an in-house AASCU program to be added to the ERIC database.

...Jan Burt (HE)

ASSOCIATION FOR THE STUDY OF HIGHER EDUCATION

Jonathan Fife, Janeula Burt, and Christopher Rigaux attended, exhibited ERIC/HE products, and sold monographs from its ASHE/ERIC Higher Education Report series at the Association for the Study of Higher Education (ASHE) annual conference in St. Louis, Missouri, November 3-5, 1988.

Jonathan D. Fife also chaired two ASHE sessions. The first session addressed research concerning "College Influences, Effects and Outcomes"; the second was a symposium on "The Responsibilities of Institutional Advancement." Dr. Fife also delivered a discussion paper at ASHE annual meeting of Higher Education Program Chairs concerning "The Distinctiveness of Higher Education as a Field of Study."

Jan Burt hosted a graduate student workshop on negotiating on-target searches with ERIC. Free mini-searches were given to all of the students who participated in the workshop.

...Jan Burt (HE)

CLEARINGHOUSE
PUBLICATIONS

Critical Thinking: Theory, Research, Practice, and Possibilities. ASHE-ERIC Higher Education Report No. 2, 1988, by Joanne Gainen Kurfiss. 155 pp.

The purpose of higher education is not just providing young adults with a specific knowledge base, but also developing their ability to deal in complex situations where a clear-cut decision is not so readily apparent. This latter purpose, known as thinking critically, has especially been viewed as lacking in today's curriculum. Dr. Kurfiss surveys multiple perceptiveness on critical thinking, both in theory and in practice. Examples of how some professors have interwoven the fundamentals of critical thinking into their courses offer evidence that it can be done successfully.

($15.00 from ASHE-ERIC Higher Education Reports, Dept. EA, One Dupont Circle, Suite 630, Washington, DC 20036-1183: 10% off 15 or more copies; 20% off for bookstores and distributors).

...Chris Rigaux (HE)

CHRIS RIGAUX OF ERIC/HE SPEAKS AT WASHINGTON BOOK PUBLISHERS MEETING

Chris Rigaux, Managing Editor of HE, gave a speech from the editorial perspective at "A New Chapter in Publishing: A Forecast of Publishing for the Next Decade." Co-sponsored by the Washington Book Publishers and the Publication Specialist Program at George Washington University, it was held January 26, 1989 at GWU before 125 spectators.

...Chris Rigaux (HE)

1989 CIJE SCHEDULE

1989 Monthly CIJE Issue	B1 Tues CH to Fac	B1 Thurs Fac to Oryx	B2 Tues CH to Fac	B2 Thurs Fac to Oryx	B3 Tues CH to Fac	B3 Thurs Fac to Oryx	P4 Tues CH to Fac	P4 Thurs Fac to Oryx	Tues CH to Fac	Thurs Fac to Oryx
Jan	9/27	10/6	10/4	10/13	10/11	10/20	10/18	10/27		
Feb	10/25	11/3	11/1	11/10	11/8	11/17	11/15	12/1		
Mar	11/29	12/8	12/6	12/15	12/13	12/22	12/20	1/5		
Apr	1/3	1/12	1/10	1/19	1/17	1/26	1/24	2/2		
May*	1/31	2/9	2/7	2/16	2/14	2/23	2/21	3/2	2/28	3/9
Jun	3/7	3/16	3/14	3/23	3/21	3/30	3/28	4/6		
Jul	4/4	4/13	4/11	4/20	4/18	4/27	4/25	5/4		
Aug	5/2	5/11	5/9	5/18	5/16	5/25	5/23	6/1		
Sep*	5/30	6/8	6/6	6/15	6/13	6/22	6/20	6/29	6/27	7/6
Oct	7/4	7/13	7/11	7/20	7/18	7/27	7/25	8/3		
Nov	8/1	8/10	8/8	8/17	8/15	8/24	8/22	8/31		
Dec	8/29	9/7	9/5	9/14	9/12	9/21	9/19	9/28		

This schedule reflects the two weeks (Thanksgiving & Christmas) when no tapes are rcvd. at Oryx.

Page 1 of 1

SUMMARY OF CIJE SURVEY

EXECUTIVE SUMMARY

All sixteen clearinghouses and the ERIC Processing and Reference Facility participated in the CIJE Survey. The survey requested information in five major areas: CIJE coverage; journal selection and annotation; changes in CIJE format; administration; and client satisfaction/expectation.

Most clearinghouses reported that there are journals in their scope area not included in CIJE that should be included. They also agreed that more journals and articles should be added to CIJE. Overwhelmingly, the clearinghouses and the Facility do not favor reducing RIE in order to increase CIJE. Half the clearinghouses believe that it is important to maintain an international visibility and that non-U.S. journals should be retained.

Clearinghouses were almost unanimous in supporting the value of CIJE annotations; it was generally felt that searching would be seriously hampered without annotations. Most clearinghouses support the current 50-word limitation for CIJE annotations while some support a 75-100 word limitation.

The majority of clearinghouses do not see a need for CIJE advisory or editorial board although they did support the idea of CIJE being edited by the Facility.

Clearinghouses do not routinely receive feedback from clients. Slightly more than half of the clearinghouses receive feedback from their users. Positive feedback is received concerning the quality of CIJE annotations. Criticism, however, focuses on late or missing journals or issues, difficulty in finding journals, etc. Users are surprised that the database is not complete. It is unknown to what extent CIJE users think all education-related articles in covered journals are included in CIJE. Only two clearinghouses indicate their constituency is aware of this limited coverage; five clearinghouses and the Facility indicate their constituency believes CIJE coverage is comprehensive.

A number of followup/possible next steps have emerged from the survey such as requesting additional funds to expand journal and article coverage in CIJE, revising selection criteria for articles/journals, and gathering information on client satisfaction/expectations.

Following is a summary of the actual survey responses.

CIJE COVERAGE

- Most clearinghouses (13) reported that there are journals in their scope area not included in CIJE that should be included. Only three clearinghouses believe that no additional journals need to be covered in their scope area. The majority of clearinghouses and the Facility also believe that more journals (14) and articles (11) should be added to CIJE.

- Increased cover-to-cover selection was deemed necessary by half of the clearinghouses and the Facility. The projected increased workload for cover-to-cover selection ranged from 5% to 50% among clearinghouses responding to this question.

- Overwhelmingly, the clearinghouses and the Facility (15) do not favor reducing RIE in order to increase CIJE. (It is interesting that the two clearinghouses favoring reduction of RIE in order to increase CIJE are both new clearinghouses. Half of the clearinghouses (8) rated expanded CIJE coverage compared to other ERIC activities as low priority, several (3) rated it as medium priority and the remainder (6) and the Facility rated CIJE expansion as high priority.

- Half the clearinghouses and the Facility (9) believe that non-U.S. journals (not available through UMI) should be retained. They felt we need to maintain an international visibility. Also, it was felt that CIJE may be the only avenue for information about some of these journals unless some articles are processed into RIE.

- A little more than half of the clearinghouses (10) report that there are journals assigned to their clearinghouse in which sometimes no articles are selected for CIJE. The majority of clearinghouses (9) cover journals most pertinent to their own clearinghouses; less than half (6) cover journals more pertinent to other clearinghouse scopes.

JOURNAL SELECTION AND ANNOTATION

- An overwhelming majority of the clearinghouses (14) annotate all of the education-related articles in journals they are responsible for reviewing; only two clearinghouses did not. Of the clearinghouses who did not, one gave priority to articles in their clearinghouse scope area; the other clearinghouse did not.

- Clearinghouses are using a number of different criteria to limit CIJE selection when they acquire more articles/journals than can be processed. These range from a few simple questions or criteria to be met to well-established processing procedures. It is felt that more uniform CIJE selection criteria should be developed.

- Several clearinghouses urged reemphasizing clearinghouse responsibility for reviewing journals for the entire system, not just for their own clearinghouse scope area.

- It was suggested that National Advisory Boards could assist clearinghouses in reviewing the list of journals to be covered.

CHANGES IN CIJE FORMAT

- The clearinghouses and Facility were nearly equally divided on whether substantive letters to the editor should be included in CIJE. If letters are to be included, they should meet specific criteria for inclusion.

- Eleven clearinghouses reported that it would not be feasible for journals to use ERIC's annotation criteria. Seventy-five percent of the clearinghouses favor adapting journal annotations and many clearinghouses currently do adapt journal annotations for CIJE. Most of the clearinghouses (12) report that per-unit costs for CIJE annotations would not be significantly affected if journal annotations were adapted.

- Clearinghouses (15) were almost unanimous in supporting the value of CIJE annotations; one clearinghouse supports deletion of annotations **only if** descriptors are available and another clearinghouse would support the deletion of annotations on a selective basis. It was generally felt that searching would be seriously hampered without annotations.

- Slightly more than half of the clearinghouses (9) favor the current 50-word limitation for CIJE annotations. The remaining clearinghouses (7) favor longer annotations of either 75 or 100 word maximum, while one clearinghouse favors selective use of longer annotations.

- The majority of clearinghouses (9) do not see a need for a CIJE advisory or editorial board. However, the Facility believed that an editorial board could serve as a mechanism for suggestions and improvements.

- The majority of clearinghouses (12) support the idea of CIJE being edited by the Facility, but support was often contingent on factors such as additional staff for the Facility, editing only if the same criteria as RIE is used, etc. Also, many of those favoring the idea, do so as long as the clearinghouses do not have to provide copies of their journals to the Facility.

ADMINISTRATION

- Only a few clearinghouses (3) reduced other clearinghouse activities in order to process more CIJE articles than they were originally contracted to process.

- The clearinghouses are closely divided on how they pay for CIJE annotations--either through piece work (6) or inhouse (7). Three clearinghouses use both methods.

CLIENT SATISFACTION/EXPECTATION

- Slightly more than half of the clearinghouses (9) receive feedback from their users. Of the clearinghouses who do hear from their clients, satisfaction is mixed. While clients are pleased with the annotations contained in CIJE, negative feedback seems to outweigh the positive feedback received by the clearinghouses. Criticism focuses on late or missing journals or issues, difficulty in finding journals, desire for more expanded coverage, etc. Users are surprised that the CIJE database is not complete--not all education-related articles are covered in CIJE and not all education-related journals are covered.

- Most clearinghouses do not know whether their constituency thinks all education-related articles in covered journals are included in CIJE. Only two clearinghouses indicate their constituency is aware of limited CIJE coverage, while five clearinghouses and the Facility indicate their constituency believes CIJE coverage is comprehensive.

FOLLOWUP/NEXT STEPS:

Central ERIC (CERIC)

- Increased funding request--Overall findings of this survey will be valuable for Central ERIC to document/justify the need for increased funding to expand journal and article coverage in CIJE;

- CERIC should reemphasize clearinghouse responsibility for reviewing journals for the entire system, not just their own clearinghouse scope area;

CERIC in cooperation with the ERIC Technical Steering Committee, the following actions should be considered:

- Revise selection criteria for articles/journals;
- Clearly state CIJE policies (at front of CIJE and in ERIC information) on coverage and selection; how journals are added/deleted, etc. Users should be aware of coverage and limitation of CIJE;
- Review journals identified by clearinghouses as more appropriate for other clearinghouses for possible reassignment;
- If we explore dropping any international journals, we need to find out how many international journals are covered in British, Australian and Canadian databases;

Clearinghouses

- Share results of TM study on client satisfaction.
- Encourage clearinghouses to use their National Advisory Boards to in revising their list of journals to be covered;

ERIC Processing and Reference Facility

- If funds could be made available, add the editing of CIJE to the Facility contract responsibilities--develop criteria for the process (timely feedback to clearinghouses, RIE and CIJE editing to be compatible, will journals be available to the Facility, etc.);

ACCESS ERIC

- Explore whether ACCESS ERIC could do a survey of client satisfaction/expectations;

ORYX PRESS

- Explore the possibility of ORYX Press doing a survey of user satisfaction;

ERIC PRODUCT COST TABLE

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b. Vesicular/Diazo Fiche	11,939,590	0.079	0.080	0.084	$ 0.091*
2 ERIC Special Collections					
a. Vesicular/Diazo Fiche	0	0.129	0.132	0.139	$0.143
3 Back Collections					
a. Vesicular/Diazo Fiche	3,661,405	0.075	0.078	0.082	$0.085
4 On-Demand Fiche 5 Fiche minimum order price with 1 Fiche increments					
a. Vesicular/Diazo Fiche	19,962	0.750	0.78	0.82	$0.850
each fiche above 5				0.16	$0.170
5 On-Demand Paper Copy 25 page minimum order price with 25 page cost increment					
a. Paper pages - 25 page increments	89,152	1.800	1.85	1.94	$2.000

* Increase of 4 mils per microfiche for the ERIC Microfiche Indexes

ATTACHMENT 3A
Page 1 of 1

ERIC

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Customers who have a continuing need for ERIC documents may open a Deposit account by depositing a minimum of $250.00. Once a deposit account is opened, ERIC documents will be sent upon request, and the account charged for the actual cost and postage. A monthly statement of the account will be furnished.

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A paper copy (PC) is a xerographic reproduction, on paper, of the original document. Each paper copy has a Vellum Bristol cover to identify and protect the document.

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Subscription orders for documents in the monthly issue of **Resources in Education (RIE)** are available on microfiche from EDRS. The microfiche are furnished on a diazo film base and without envelopes at $0.091 per microfiche. If you prefer a silver halide film base the cost is $0.185 per microfiche and each microfiche is inserted into a protective envelope. SHIPPING CHARGES ARE EXTRA. A Standing Order Account may be opened by depositing $1,600.00 or submitting an executed purchase order. The cost of each issue and shipping will be charged against the account. A monthly statement of the account will be furnished.

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SPECIAL COLLECTIONS

Special collections of early (1956 to 1969) Office of Education Reports are also available from EDRS. These are: Office of Education Research Reports 1956-65; Pacesetters in Innovation, Fiscal Year 1966; Pacesetters in Innovation, Fiscal Year 1967; Pacesetters in Innovation, Fiscal Year 1968; Selected Documents on the Disadvantaged; Selected Documents on Higher Education; Manpower Research, Inventory for Fiscal Year 1966 and 1967; Manpower Research, Inventory for Fiscal Year 1968; Manpower Research, Inventory for Fiscal Year 1969. Please write or call for prices and shipping charges.

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Back collections of, or standing order subscriptions for current collections of, microfiche of individual ERIC Clearinghouses are available. Please write or call for prices and shipping charges.

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The ERIC Clearinghouses analyze and synthesize the literature of education into research reviews, bibliographies, state-of-the-art studies, interpretive studies on topics of high current interest and many similar documents designed to meet the information needs of ERIC users. Prices include shipping (except for foreign shipment).

1975 - 1977	$140.68	1980	$ 48.70	1983	$ 32.48	1986	$ 42.41
1978	$ 54.11	1981	$ 48.70	1984	$ 37.87		

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

January 10, 1989

SPECIAL NOTICE

TO : ERIC Standing Order Customers

FROM : Robert M. Stonehill RMS
Director, ERIC

SUBJECT: Delayed Delivery of ERIC Products

Because of a change in the computer services contractor that processes the ERIC database, the January 1989 and February 1989 issues of Resources in Education (RIE) will be delayed by approximately one month and three weeks, respectively. This will cause a delay of between six to eight weeks in the delivery of your January microfiche, and a slightly shorter delay for the February microfiche.

The printed January and February issues of Current Index to Journals in Education (CIJE) will not be affected (they have already been completed); however, the delays in producing the ERIC database will affect the delivery of the March, and possibly, the April issue of CIJE.

Your patience will be appreciated. Every effort will be made to get back on schedule as soon as possible.

ATTACHMENT 5
Page 1 of 3

LEVEL 3 ACCESSIONS

(DOCUMENTS NOT AVAILABLE FROM EDRS IN MICROFICHE OR PAPER COPY)

Cumulative List Covering the Period November 1966 — December 1988

December 1988

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OPERATED FOR THE U.S. DEPARTMENT OF EDUCATION
BY ORI, Inc., Information Systems
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INTRODUCTION

All documents accessioned into the ERIC system and announced in *Resources in Education (RIE)* must be available to the users. ERIC will not accession an item for which a source of public availability cannot be cited.

If the author or corporate source of the document has given ERIC permission to reproduce an item via its ERIC Document Reproduction Service (EDRS), then it is assigned, as appropriate, to either Level 1 or Level 2, as defined below:

Level 1 — Available from EDRS in both microfiche and paper copy.
Level 2 — Available from EDRS in microfiche only.

If the item may not be reproduced, then it is assigned to Level 3, as defined below:

Level 3 — Not available from EDRS.

All Level 3 accessions carry a note in their citations in *RIE* concerning an external source of availability.

The percentage of Level 3 materials in the ERIC file has fluctuated from a high of 21% (1971) to the present low of around 2%. Table 1 depicts this percentage for each year of the ERIC file to date. One important reason for keeping Level 3 input to a modest rate is that each Level 3 accession represents a gap in the ERIC microfiche collection. The more gaps in this collection, the more inconvenience there is for the user.

The purpose of this list is to provide users with a cumulative list of all those items that *cannot* be found in the ERIC microfiche collection. The list can be used to validate a missing microfiche, i.e., to prove that it is legitimately missing and not simply accidentally out-of-file. It can also be used to validate document orders going to EDRS. No item on this list should be ordered from EDRS, since EDRS has neither a master microfiche nor permission to reproduce.

This list has been prepared in response to user requests. It may be purchased for $5.00 (postpaid). Orders should be addressed to ERICTOOLS, ERIC Processing and Reference Facility, 4350 East-West Highway, Suite 1100, Bethesda, Maryland 20814 (301-656-9723).

Table 1
Level of Availability
of ERIC Documents (ED File)
(Statistics by Year, 1966-1988)

	Level (Absolute Number/%)						
Year	Level 1 Accessions	%	Level 2 Accessions	%	Level 3 Accessions	%	Total Accessions
1966	2868	94.1	109	3.6	71	2.3	3048
1967	2113	93.8	30	1.3	111	4.9	2254
1968	6682	75.9	285	3.2	1836	20.9	8803
1969	7592	72.6	660	6.3	2201	21.1	10,453
1970	7198	68.8	1235	11.8	2023	19.4	10,456
1971	8936	72.5	951	7.7	2443	19.8	12,330
1972	9608	78.6	471	3.8	2151	17.6	12,230
1973	11,031	77.9	589	4.1	2547	18.0	14,167
1974	11,583	80.1	589	4.1	2294	15.8	14,466
1975	12,249	79.8	1139	7.4	1953	12.8	15,341
1976	12,821	76.2	1836	10.9	2162	12.9	16,819
1977	11,929	78.1	1913	12.5	1429	9.4	15,271
1978	11,706	76.5	2486	16.2	1111	7.3	15,303
1979	12,035	71.8	3759	22.4	962	5.8	16,756
1980	12,754	79.8	2677	16.7	562	3.5	15,993
1981	12,484	83.6	1967	13.2	483	3.2	14,934
1982	11,273	81.5	1921	13.9	631	4.6	13,825
1983	11,326	83.1	1765	13.0	536	3.9	13,627
1984	12,075	84.8	1899	13.3	273	1.9	14,247
1985	11,178	87.3	1428	11.2	197	1.5	12,803
1986	10,872	87.2	1348	10.8	254	2.0	12,474
1987	10,638	86.4	1429	11.6	242	2.0	12,309
1988	10,564	87.1	1307	10.8	258	2.1	12,129
Totals	231,515	79.8	31,793	11.0	26,730	9.2	290,038

Note 1: Level 1 = Available from EDRS in Microfiche and Paper Copy
Level 2 = Available from EDRS in Microfiche Only
Level 3 = Not Available from EDRS. (Alternate Source Cited in RIE)

Note 2: Given the fact of periodic changes to the ERIC backfile, there will be slight fluctuations in these statistics depending on when they are obtained.

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January 31, 1989

The Chicago Manual of Style
The University of Chicago Press
5801 South Ellis Avenue
Chicago, Illinois 60637

Dear Chicago Manual of Style:

The Chicago Manual of Style contains standards for the creation of citations to books, documents, articles, and other documentation referred to by scholars and writers in their own works.

We would like to make a suggestion for your consideration when revising the Manual of Style for the next edition. With the increasing popularity of online databases (and now CD-ROM databases), the computer searches that pour forth upon the users present a major problem in document delivery/availability. How does one acquire copies of this often obscure material?

Mindful of this problem, many databases provide information about how to obtain copies. Many times this information concerns the major U.S. document delivery nodes, e.g. National Technical Information Service (NTIS), ERIC Document Reproduction Service (EDRS), U.S. Government Printing Office (GPO), etc. All of these organizations have order numbers/accession numbers (e.g. AD-123 4556, ED 654 321) that either must be cited when ordering or that it is highly advisable to cite. The inclusion of such numbers in a citation would provide a double benefit. It would tell users where the material can be obtained and it would provide the order number that unambiguously identifies the item in question.

Our suggestion is that future editions of your manual make such order numbers integral parts of standard citations. Recommend that they be included when available. Show where they best fit. Advise as to their benefits. Describe the major document delivery sites.

We think our suggestion is a good one and one that would aid scholarly endeavor. We would appreciate hearing from you and learning your view of the matter.

Sincerely yours,

Ted Brandhorst, Director
ERIC Processing and Reference Facility

WTB:sep

450

cc: R. Stonehill (Central ERIC)

ATTACHMENT 6
Page 2 of 2

The University of Chicago Press
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February 10, 1989

Ted Brandhorst, Director
ERIC Processing and Reference Facility
4350 East-West Highway
Suite 1100
Bethesda. Maryland 20814-4475

Dear Ted Brandhorst:

Thank you for the excellent suggestion of adding order numbers/acession numbers to references for approprate documents. We shall surely consider this for the next edition of the Chicago Manual of Style.

Sincerely,

John Grossman
Chief Manuscript Editor

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January 31, 1989

Mr. Jim Houston
Lexicographer
ERIC Processing and Reference Facility
4350 East-West Highway, Suite 1100
Bethesda, MD
U.S.A. 20814-4475

Dear Jim:

I hope the saying "better late than never" applies to vocabulary group responses as well as to so many other things in life!

I'm afraid I've been totally absorbed by the new job, a condition I expect to continue for several months to come. Micromedia is under contract to eliminate the CEI backlog within one year of the transfer, and that means I scarcely have time to lift my head.

Micromedia has published Michèle's thesaurus, and a copy is on its way to you and the other Inter-Ed group members. We literally just put a cover around what Michèle produced, so there are no changes from the copy she sent all of you in a ring-binder.

The current plan is to begin using the CET as our authority for the indexing of a new volume that is to begin in August of this year. Micromedia is concerned that its products be "user friendly", and therefore want to continue with the traditional print index. Essentially, they are repeating entries in each of the author, subject and abstract sections of the index. There is no place where all subject terms assigned to an item are shown. Furthermore, they want to use limited subheadings with CET main subject terms in the print product. As far as I know, these would be largely restricted to geographic and educational level designations. It is not clear to me at this time how they will do this from a systems point of view.

Micromedia doesn't publish any of the subject authorities for their various print products (several have shared authorities). Perhaps it's my exposure to Michèle, and to the very professional way your thesaurus is maintained, but I'm rather concerned that maintaining the "integrity" of the CET could be a problem. There have been no funds

designated for the initial expansion and enhancement of the thesaurus when it first goes into use. I'm quite concerned by this as I expect there to be quite a bloom of new terms at that time. Also, I cannot do the French side of the vocabulary at all. I had hoped that we could contract Michèle's services for a day or two a month for the first year of use, but that looks quite unlikely. I hope I can lean on the ERIC thesaurus extensively but don't know if Michèle's digressions from your terminology will make that difficult.

I must return to my travails now, but hope all continues well with you.

Yours truly

Maureen Davis
CEI Editor

Conseil des ministres de l'Education (Canada) Council of Ministers of Education, Canada

Memorandum

1988 08 23

To: Members of the Thesaurus Committee

From : Michèle Hudon, Editor, Canadian Education Thesaurus

Re : Completion of the thesaurus

Thank you for your work on the latest lists of suggested descriptors for the Canadian Education Thesaurus (Cognitive Processes and Curriculum Subjects). Thank you also for other contributions in the form of lists of terms, sources for verification, definitions, etc.: all of those have been very useful. Because of serious time constraints, we were not able to send out any more lists for review.

You will find enclosed a copy of the first operational version of the Canadian Education Thesaurus. This marks the end of the Council of Ministers of Education's involvement with the Canadian Education Thesaurus (CET).

CET was designed, funded and constructed by the Council of Ministers for the benefit of the Canadian Education Association (CEA) and its Canadian Education Index (CEI). You may be aware that CEA recently transferred responsibility for the production and publication of CEI to Micromedia Limited, a private Toronto-based firm. The maintenance and public release of CET were part of the agreement. Unfortunately, we have learned that Micromedia does not intend to use CET as its subject authority in the near future. There is a strong possibility that the original version of CET which we are transferring directly to Micromedia will be reproduced and distributed sometimes this fall, but we have been given no details as to how, when, and by whom the thesaurus will be maintained.

We are naturally concerned that CET might be left untouched for a long time, and we strongly suggest that you forward your comments, suggestions and requests to Ms Maureen Davis, CEI Editor, at Micromedia Limited (158 Pearl Street, Toronto, Ontario, M5H 1L3, Tel. 416-593-5211). We believe that if the educational community shows a strong interest in CET, Micromedia

252 Bloor West, Suite 5-200, Toronto, Canada M5S 1V5 Téléphone 416-964-2551

might commit the time and staff necessary to maintain and improve the current list of descriptors.

It has been very interesting and enriching for me to coordinate this project and develop the first version of the thesaurus. Thank you again for your collaboration.

Michèle Hudon

ATTACHMENT 7B
Page 3 of 7

CANADIAN EDUCATION THESAURUS

PRELIMINARY VERSION

prepared by the

COUNCIL OF MINISTERS OF EDUCATION, CANADA

August 1988

ERIC PROCESSING &
REFERENCE FACILITY

SEP 7 1988

INTRODUCTION

The Canadian Education Thesaurus (CET) lists standardized terms and phrases commonly used in education literature in Canada. It has been developed to facilitate indexing and retrieval of information contained in general collections of Canadian education literature. CET will be useful in organizing large or small collections of materials.

The main sources for thesaurus terms were: the current (1987-1988) issues of Canadian journals and newsletters in education; existing thesauri in education and related fields; term lists provided by various members of the Canadian educational community; dictionaries, curriculum guides, textbooks, etc. Lists of possible descriptors were reviewed by specialists across Canada.

CET has been designed and developed in accordance with the Guidelines for the establishment and development of monolingual thesauri (ISO 2788-1986), and with the Guidelines for the establishment and development of multilingual thesauri (ISO 5964-1985). It is then compatible with other major education thesauri as well as with thesauri in related fields.

CONTENTS

The Canadian Education Thesaurus contains 5227 terms (2884 terms in English, 2343 terms in French). These terms belong to all areas of the educational field and can be attached to one or more of the following classes:

- Education : Philosophy, Theory, Research
- Education : System and Structure
- Education : Administration and Facilities
- Instructional Materials and Methodologies
- Curriculum Subjects
- Testing and Evaluation
- Cognitive and Learning Processes
- Language and Communication
- People in Education
- Personality characteristics and development

. Exceptionalities (Disabilities, etc.)

. Guidance and Counselling

. Life Skills

. Environment : family, sociocultural, economic, etc.

The thesaurus does not include proper names.

FORMAT

The alphabetical display includes **Descriptors**, or terms used for indexing, and **Non-descriptors**, or terms not used for indexing but leading to a descriptor. Descriptors appear in uppercase while non-descriptors appear in lowercase. Both descriptors and non-descriptors appear in bold type so that they can be identified easily in each record.

A variety of information is provided for each term. This includes:

. the equivalent of the term (FT) in the other language of the thesaurus. This information facilitates the transfer from one list to the other. All descriptors have an equivalent in the other language,

e.g. **GIFTEDNESS**
FT DOUANCE

Non-descriptors do not necessarily have an equivalent in the other language;

. a scope note (SN) providing a definition, clarifying an ambiguous term, or recommending a specific usage of the descriptor in the context of this thesaurus,

e.g. **ARTICULATION (EDUCATION)**
SN Cooperation/Transition between two levels of educational institutions

. USE (US) and USED FOR (UF) references directing the user from natural language terms not used for indexing to one or more descriptors, usually synonyms or quasi-synonyms, which have been used,

e.g. **Integrated Schools**
US SCHOOL DESEGREGATION

SCHOOL DESEGREGATION
UF Integrated Schools

. Broad terms (BT) and Narrow terms (NT) indicating where each term stands within the internal hierarchy of a subject,

e.g. **LANGUAGE LABORATORIES**
BT LABORATORIES

LABORATORIES
NT LANGUAGE LABORATORIES

Note: the only valid hierarchical structure retained within the context of this thesaurus is the Genus/species type of relationship;

. Related terms (RT) giving access to other hierarchies or suggesting other descriptors conceptually related and possibly useful in a search,

e.g. **LANGUAGE**
RT LINGUISTICS

LINGUISTICS
RT LANGUAGE

NUTRITION
RT DIETETICS

DIETETICS
RT NUTRITION

Whole/part relationships and near-synonyms appear as RTs;

. Parenthetical qualifiers used to discriminate between terms that might otherwise be confused with each other,

e.g. **ARTICULATION (EDUCATION)**
ARTICULATION (SPEECH)

The qualifier is an integral part of the descriptor and must be used with the descriptor in indexing and searching.

THESAURUS MAINTENANCE

A thesaurus is never complete. It grows with the database to which it is linked. All suggestions for modifications and additions will be given due consideration.

BILINGUALISM IN CET

The Canadian Education Thesaurus is a bilingual (English-French) thesaurus. The two sets of terms were developed simultaneously even if they appear as two separate lists. One can go from one list to the other using the FT (French equivalent of an English term) or the TE (English equivalent of a French term). Each list can be used independently.

Every effort has been made to establish equivalents for all descriptors. Equivalents do not necessarily represent the same reality (which sometimes does not exist), but they designate an equivalent concept in a different educational system.

One descriptor will sometimes be used as an equivalent for several descriptors in the other language.

e.g. **EDUCATION**
FT EDUCATION
ENSEIGNEMENT

USING CET

Because it was designed independently from an actual database, the level of specificity of the descriptors vary throughout the thesaurus. Some very specific descriptors have been included: e.g. **MINERALOGY, UKRAINIAN**, etc. They should be used as models for the addition of other specific terms. On the other hand, very general descriptors also appear in the list: e.g. **DISEASES, INDIVIDUAL CHARACTERISTICS**, etc. These descriptors will be most useful if treated as categories giving access to the numerous specific terms presented as Narrow terms.

When using CET, indexers and searchers should look first for the most specific term or phrase that could describe the concept they are interested in. If the specific term is not there, then the search will move to a more general level. Before assigning a descriptor to a document or including it in a search strategy, one should look at all its relationships: this will validate the relevance of the descriptor, and identify other descriptors pertinent to the topic.

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ACER

The Australian Council for Educational Research Limited

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Telephone: (03) 819 1400 Fax: (03) 819 5502 Cables: Aceres, Melbourne, Victoria

NOTICE OF PUBLICATION

BIBLIOGRAPHY OF EDUCATION THESES IN AUSTRALIA FOR 1986

Bibliography of Education Theses in Australia: A List of Theses in Education Accepted for Higher Degrees at Australian Universities and Colleges in 1986.

ISSN 0811-0174 Frequency: Annual Price $25
Publication release date: August 1988 ACER contact: Liz Oley
Annual issues available on standing order.

The *Bibliography of Education Theses in Australia* for theses accepted during 1986 lists four hundred and eighty-nine higher degree theses in education that were accepted at Australian universities and colleges during 1986. This is the ninth in a series of annual volumes covering education theses accepted from 1978 through to 1986.

Theses for degrees at both master and doctoral levels are included. Subject coverage is determined by topics that are relevant to education and not restricted to those produced through the faculties or departments of education. As well as being of interest to educational researchers in general, the publication enables higher degree candidates to check on studies that have already been carried out to ensure that topics are unique.

The Bibliography contains the following features:

Introduction:	contents pages include range of subject coverage by degree awarded, distribution of theses amongst institutions by state and a listing of surnames for each institution.
Main Entry Section:	full citations arranged in alphabetical order by author surname, with an abstract and subject descriptors from the *Australian Thesaurus of Education Descriptors* and the Australian Education Index (AEI) subject identifiers.
Subject Index:	alphabetical sequence of descriptors and identifiers with the title of the theses and main entry number displayed after each.

As well as being available in printed form, the *Bibliography of Education Theses in Australia* is available for online searching through the Australian Education Index database on the Australian Information Network (AUSINET) system. The database of over 36,000 records includes 3282 thesis entries.

The *Bibliography of Education Theses in Australia* is available on standing order through the ACER Sales and Distribution Unit.

AUSTRALIAN EDUCATION INDEX SYSTEM PUBLICATIONS:

Australian Education Index	**$110**
Bibliography of Education Theses in Australia 1978-1984	**$ 13**
Bibliography of Education Theses in Australia 1985-1986	**$ 25**
Australian Thesaurus of Education Descriptors	**$ 39**

Director: Barry McGaw BSc MEd PhD FACE FAPsS FASSA
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British Education Thesaurus

Editor
Joan V. Marder

Consultant Editor
J. R. V. Johnston

LEEDS UNIVERSITY PRESS
1988

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The Educational Resources Information Center (ERIC) for permission to use information from the Thesaurus of ERIC Descriptors. The format and size of the first edition of the British Education Thesaurus leans heavily on the twenty years of development embodied in the 11th edition of the ERIC Thesaurus.

The University of Leeds Computing Service and, in particular, to Terry Screeton, whose programming provided a sure guide to the Editor in handling data.

The University of Southampton Computing Service which provided computing resources and a most helpful information service and especially to Simon Lane who wrote additional facilities to make the task of preparing the data easier.

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To all members of the Management Committee of the British Education Index for their encouragement and suppport.

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Indexing and Retrieval in the British Education Databases

The material currently available and wholly indexed by the British Education Database derives from two main sources, both initially devised and developed by the Librarians of Institutes and Schools of Education (LISE). The first and largest source is an index of periodical literature, the British Education Index (BEI), first published for LISE by the Library Association and available in printed form from 1954 to date. Publication was taken over by the British National Bibliography in 1972 and, after reorganisation of the national library service, became the responsibility of the British Library Bibliographic Services Division until 1986, when responsibility passed to the University of Leeds. The information from 1976 onwards is available for online searching, as well as in printed form.

In addition to periodical literature, a subject index to research resulting in the award of a higher degree in British or Irish universities or polytechnics is available in the British Education Theses Index (BETI). This index covers degrees awarded from 1950 to date and is developed from information published by ASLIB. BETI is a microfiche publication issued by LISE and the whole database is available for online searching.

The new British Education Thesaurus (BET) has been compiled in order to develop a language which would be common to both Indexes and which might also be of use to other database producers working in the field of education. Both the BEI Management Committee and LISE felt that the user community was being increasingly less well served by the very diversity of languages which users had to learn in order to make a successful search of English-language databases. In the absence of any national body to coordinate specialist efforts and to give a lead to the producers, the University of Leeds and LISE could only attempt to devise a language which, in their considered view, would be helpful and user friendly and to agree to use it for their respective publications. They hoped that publication might attract other database producers to consider cooperation. In the event, some other producers showed interest in the new language even before publication and are both using and contributing to it. Such cooperation and agreement to adopt a common terminology can only be helpful to users who wish to search British databases.

No national thesaurus has ever been produced for British education and users are at a disadvantage thereby. True to LISE's belief that users should be given the greatest possible help and encouragement in using research tools, BETI always had an internal thesaurus. This was subsequently made available to users in computer printout form and is one of the source documents for BET. But, the BETI language was a pre-coordinate language, not highly specific and devised for searches using a printed format only, and was judged to be unsuitable for indexing in a time of increasing reliance on online searching. So the search for a suitable model widened. As will be immediately apparent, the new British language owes a massive debt to the Thesaurus of ERIC Descriptors, which became the other major source document for the new British Education Thesaurus. The choice of this language was made partly because so many British users were familiar with and regular users of the ERIC database and partly because it had, over its twenty year history, proved itself a flexible and constantly updated indexing tool. Apart from its record of service to the American community, ERIC demonstrated an interest in international cooperation.

After considerable correspondence, a meeting was held in Washington, D.C. in August 1986 at which representatives of the main English-language education databases were present. ERIC representatives hosted the meeting and the Australians, British and Canadians were present. The participants formed a new group, the InterEd Working Group, which agreed to work together to try to develop a family of English-language, education-related databases, using a common indexing language with national

variants. The Australian Education Index was already published; the Thesaurus of ERIC Descriptors appeared in its 11th edition in 1987 and the Canadians and British went away to work on their own thesauri. The first result of this international cooperative effort to become available to users will be an international online database to be mounted on DIALOG alongside ERIC. The British contribution became available in the summer of 1988 and the Australian and Canadian contributions should be available in 1989. To serve this new contribution to research, the InterEd Working Group hope to combine their national thesauri in an international thesaurus which will list common descriptors and national variants. Within this country, the Microelectronics Education Support Unit (MESU) and the National Educational Resources Information Service (NERIS) have chosen to take their education vocabulary from BET. Both bodies are handling a great deal of classroom material and are using a wider vocabulary than that required for purely education indexes but, where there is overlap users will be served by a common terminology.

In a field as nationally based as education, national variants are essential, even while a lot of the vocabulary is held in common. To take the oldest source of confusion, a 'Public School' in Britain is very different from a 'Public School' in the United States. There are, too, as well as the same or similar terms to express different concepts, different terms for the same concepts. For example, the American 'Daily Living Skills' is more familiar in Britain as 'Life Skills'. These, though, are minor variants when compared with the solid core of terminology used in common in the four English-speaking countries and it is the firm belief of the producers of this thesaurus that users will be best served by a language that is international in scope.

Future development of the thesauri in the four countries will be subject to consultation between Vocabulary Review Groups in each. Vocabulary Status Reports are regularly received from ERIC and are emerging from the compilers of the Canadian Education Thesaurus, so that comment is international and attempts are being made to reach a consensus. It is hoped to set up a similar review body in this country after publication of this first edition of the BET so that second and subsequent editions will benefit from international as well as national expertise.

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ERIC EDUCATIONAL RESOURCES INFORMATION CENTER

Clearinghouse on Higher Education

THE GEORGE WASHINGTON UNIVERSITY

Dear

We are in the process of updating our document acquisitions records, and would like to be sure we have accurate information for your organization as a contributor to the ERIC database. Since we value your contributions to the literature of higher education, we are concerned that all appropriate material is included.

We recently did a computer search of the ERIC database to identify reports prepared from 1984 to 1988 attributed to your organization in that time period. Those items are listed on the attached pages.

Could you please review this list and compare it with your own records to see if you may have other reports relevant to the education community that have not been added to the ERIC database? Please send the Clearinghouse two copies of any that you would like to have considered for inclusion in ERIC.

It would be very helpful if you could complete the enclosed form so we can update our Clearinghouse records.

Since you may be interested in minimizing repetitive paperwork, I am also enclosing a "blanket reproduction release" form, which will give us permission to film your reports for the ERIC microfiche collection. Otherwise, we will need a signed release form for each document you send.

You probably recall that you do not relinquish your copyright by submitting works to ERIC. Also, we are glad to include in our citation any ordering (including price) information for a given publication. Just let us know when you submit the document.

We are happy to have you as a regular contributor to the ERIC database. Please feel free to contact our office if you have any questions.

Sincerely yours,

Lynn Barnett
Assistant Director
SUITE 630 / ONE DUPONT CIRCLE / WASHINGTON, D.C. 20036-1183 / (202) 296-2597

encl

SOURCE JOURNAL INDEX

Arranged by Clearinghouse

Reprints of articles included in approximately 65 percent of the journals covered in CIJE are available from University Microfilms International. Each journal entry with the statement "Reprint: UMI" is included in this service.
The following abbreviations are used in the Source Journal Index: a—annually; bm—bimonthly; bw—biweekly; inst.—institution; ind.—individual; lib.—library; m—monthly; mem.—member; nonmem.—nonmember; Pub.—publisher; q—quarterly; UMI—University Microfilms International; sa—semiannually; sc—single copy; sm—semimonthly; stu.—student; ta—triannually; w—weekly.

(CE) ADULT, CAREER, AND VOCATIONAL EDUCATION

Ohio State University, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090

Adult Education see Adult Education Quarterly

Adult Education (London) q. 9.00 British Pounds, sc 2.50; Reprint: UMI; 19B De Montfort St., Leicester LE1 7GE, England

Adult Education in Finland q. $15.00; Kansanvalistusseura (Soc. for Popular Culture), Museokatu 18 A-2, Helsinki 10, Finland

Adult Education Quarterly (previously Adult Education) q. $34.00, sc $5.00; Reprint: UMI; American Assn. for Adult and Continuing Education, 1112 16th St., NW, Ste. 420, Washington, DC 20036

Adult Literacy and Basic Education q. $12.00, sc $5.00; P.O. Box 12053, Orlando, FL 32859-2053

Agricultural Education Magazine m. $7.00, sc $1.00; Reprint: UMI; Business Manager, 1803 Rural Point Rd., Mechanicsville, VA 23111

Australian Journal of Adult Education ta. Australian $21.00; Reprint: UMI; National Secretary, AAAE Office, Australian National University; GPO 1346, Canberra ACT 2601, Australia

Business Education Forum 8/yr. mem. $9.00, sc $3.50; Reprint: UMI; 1914 Association Dr., Reston, VA 22091

Canadian Home Economics Journal q. $29.00 (USA), $7.50 sc; Reprint: UMI; CHEA National Office, 901-151 Slater St., Ottawa, ON K1P 5H3, Canada

Canadian Journal on Aging q. $35.00 ind, $55.00 inst; University of Toronto, McMurrich Bldg., Toronto, ON M5S 1A8, Canada

Canadian Vocational Journal q. $30.00; Canadian Vocational Assn., P.O. Box 3435, Station D, Ottawa, ON K1P 6L4, Canada

Community Development Journal q. $51.00, sc $16.00; Oxford University Press, Walton St., Oxford, OX2 6DP, England

Community Education Journal q. $15.00; Reprint: UMI; National Community Education Assn., 119 N. Payne St., Alexandria, VA 22314

Continuing Higher Education Review (previously Continuum) ta. nonmem. $26.00, sc $9.00; Office of Continuing Education, Ohio State University, 210 Sullivant Hall, 1813 N. High St., Columbus, OH 43210

Continuum see Continuing Higher Education Review

Convergence: An International Journal of Adult Education q. $25.00, sc $7.50; Reprint: UMI; International Council for Adult Education, J. Roby Kidd Centre, 720 Bathurst St., Ste. 500, Toronto, ON M5R 1B2, Canada

Delta Pi Epsilon Journal q. $20.00, sc $6.00; Reprint: UMI; Delta Pi Epsilon Natl. Office, Gustavus Adolphus College, St. Peter, MN 56082

Educational Forum q. $12.00, $3.50; Reprint: UMI; P.O. Box A, West Lafayette, IN 47906

Educational Horizons q. $15.00, sc $5.00; Reprint: UMI; Pi Lambda Theta, 4101 E. 3d St., Bloomington, IN 47401

Educational Research ta. $80.00, ind. $40.00; Carfax Publishing Co., 85 Ash St., Hopkinton, MA 01748

Educational Review ta. inst. $156.00, ind. $78.00; Carfax Publishing Co., 85 Ash St., Hopkinton, MA 01748

Employee Relations 6/yr; MCB University Press Ltd., P.O. Box 10812, Burmingham, AL 35201

Harvard Educational Review q. $30.00, inst. $45.00, sc $8.00; Reprint: UMI; Business Office, Longfellow Hall, 13 Appian Way, Cambridge, MA 02138

Health Education Quarterly q. $48.00 ind, $92.00 inst; Reprint: UMI; John Wiley & Sons, 605 Third Ave., New York, NY 10158

Home Economics Research Journal q. mem. $25.00, nonmem. $35.00; Reprint: UMI; American Home Economics Assn., 2010 Massachusetts Ave., NW, Washington, DC 20036

Human Resource Development see Journal of European Industrial Training

Illinois Teacher of Home Economics 5/yr. $15.00, sc $3.50; 352 Education Bldg., University of Illinois, 1310 S. 6th St., Champaign, IL 61820

Industrial and Labor Relations Review q. $18.00, inst. $25.00, sc $6.50; Reprint: UMI; Cornell University, 207 ILR Research Bldg., Ithaca, NY 14853

Industrial Education 9/yr. $16.00, $3.00 sc; 31600 Telegraph Rd., Ste 200, Birmingham, MI 48010

International Journal of Lifelong Education q. inst. $83.00/yr. ind. $40.00; Taylor and Francis Ltd., 4 John St., London WC1N 2ET, England

International Labour Review bm. $42.00, $10.50 sc; Reprint: UMI; International Labour Office, CH-1211, Geneva 22, Switzerland

Journal for Vocational Special Needs Education 3/yr. mem. free, nonmem. $18.00; sc $6.50; Dir. of Occupational & Vocational Education, North Texas State University, P.O. Box 13857, Denton, TX 76203-3857

Journal of Allied Health q. nonmem. $50.00, sc $20.00; Reprint: UMI; American Soc. of Allied Health Professions, 1101 Connecticut Ave., NW, Ste. 700, Washington, DC 20036

Journal of Business Education see Journal of Education for Business

Journal of Career Development (previously Journal of Career Education) q. ind. $24.00, inst. $65.00, sc $3.00; Reprint: UMI; Human Sciences Press, 72 Fifth Ave., New York, NY 10011-8004

Journal of Career Education see Journal of Career Development

Journal of Consumer Affairs sa. $40.00, sc $7.50; Reprint: UMI; American Council on Consumer Interests, 240 Stanley Hall, University of Missouri, Columbia, MO 65211

Journal of Continuing Education in Nursing bm. $22.00, sc $5.00; Reprint: UMI; Charles B. Slack, Inc., 6900 Grove Rd., Thorofare, NJ 08086

Journal of Continuing Education in the Health Professions (previously MOBIUS) q. $45.00, sc $5.00; Taylor and Francis, Ltd., 3 E. 44th St., New York, NY 10017

Journal of Continuing Higher Education q. $15.00; College of Graduate and Continuing Studies, University of Evansville, 1800 Lincoln Ave., Evansville, IN 47722

Journal of Cooperative Education 3/yr. mem. free, nonmem. $15.00; Reprint: UMI; Cooperative Education Assn., 3311 Toledo Terrace, Suite A101, Hyattsville, MD 20782

Journal of Correctional Education q. $25.00/yr. nonmemb., $50.00 inst. sc $5.00; Reprint: UMI; CEA National Office, 4321 Hartwick Rd., Ste. L-116, College Park, MD 20740

Journal of Education for Business (previously Journal of Business Education) 8/yr. $38.00 inst., $28.00 indiv., sc $4.75; Reprint: UMI; Heldref Publications, 4000 Albemarle St., NW, Washington, DC 20016

Journal of Epsilon Pi Tau sa. $4.00 per copy; Epsilon Pi Tau, Intl. Office, Technology Bldg., Bowling Green State University, Bowling Green, OH 43403-0305

Journal of European Industrial Training (previously Human Resource Development) 8/yr; MCB University Press Ltd. P.O. Box 10812, Birmingham, AL 35201

Journal of Extension q. $18.00; Reprint: UMI; 805 Extension Bldg., 432 N. Lake St., Madison, WI 53706

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Journal of Home Economics q, $20.00, sc $5.00; Reprint: UMI; American Home Economics Assn., 2010 Massachusetts Ave., NW, Washington, DC 20036

Journal of Human Resources q, inst. $47.00, ind. $25.00; Journals Dept., University of Wisconsin Press, 114 N. Murray St., Madison, WI 53715

Journal of Industrial Teacher Education q, sc $5.00, mem. $20.00; Reprint: UMI; Dept. of Technological and Adult Education, 402 Claxton Bldg., University of Tennessee, Knoxville, TN 37996-3400

Journal of Industry-Education Cooperation ba, $5.90, sc $2.95; State University College at Buffalo, 1300 Elmwood Ave., Buffalo, NY 14222

Journal of Rehabilitation q, $30.00; Natl. Rehabilitation Assn., 633 S. Washington St., Alexandria, VA 22314

Journal of Studies in Technical Careers q; $15.00, sc $4.00; Reprint: UMI; School of Technical Careers, Southern Illinois University, 908 S. Wall St., Carbondale, IL 62901

Journal of the American Association of Teacher Educators in Agriculture q, mem. $10.00, nonmem. $50.00, sc $8.00; Reprint: UMI; Fred Reneau, Southern Illinois University, Carbondale, IL 62901

Journal of the Community Development Society ba, mem. $30.00, inst. $35.00; CDS Sec.-Treas., 729 Clark Hall, University of Missouri, Columbia, MO 65211

Journal of Vocational and Technical Education sa, ind. $15.00, inst. $20.00; 213 Lane Hall, Virginia Polytechnic Institute and State University, Blacksburg, VA 24061

Journal of Vocational Education Research q, mem. $15.00, nonmem. $50.00; The Natl. Center for Research in Vocational Education, Ohio State University, Columbus, OH 43210

Labour Education q, $28.00, sc $8.75; Reprint: UMI; Workers' Education Branch, Intl. Labour Office, CH-1211 Geneva 22, Switzerland

Learning (Canada) irregularly, $6.00/issue; Reprint: UMI; Canadian Assn. for Adult Education, 29 Prince Arthur Ave., Toronto, ON M5R 1B2, Canada

Lifelong Learning 8/yr, $35.00, sc $5.00; Reprint: UMI; American Assn. for Adult and Continuing Education, 1112 16th St., NW, Ste. 420, Washington, DC 20036

Man/Society/Technology see Technology Teacher

Management Education and Development q, free to members of the Association of Teachers of Management, nonmem. $2 British Pounds; MEAD Subscriptions, CSML, University of Lancaster, Lancaster LA1 4YX, England

MOBIUS see Journal of Continuing Education in the Health Professions

Monthly Labor Review m, $16.00, sc $4.75; Reprint: UMI; Supt. of Documents, US Govt. Printing Office, Washington, DC 20402

New Directions for Continuing Education q, inst. $48.00, ind. $36.00, sc $11.95; Reprint: UMI; Jossey-Bass, Inc., 350 Sansome St., San Francisco, CA 94104-1310

Nursing and Health Care 10/yr, ind. $20.00, inst. $35.00; Reprint: UMI; National League for Nursing, 10 Columbus Circle, New York, NY 10019-1350

Nursing Outlook bm, $25.00, sc $5.00; Reprint: UMI; Subscription Dept., Nursing Outlook, 555 W. 57th St., New York, NY 10019

Occupational Outlook Quarterly q, $5.00, sc $2.00; Reprint: UMI; Supt. of Documents, US Govt. Printing Office, Washington, DC 20402

Occupational Therapy Journal of Research bm, $35.00 AOTA members, nonmem. $50.00; RAM Associates Ltd., Box N, Laurel, MD 20707-9998

Personnel (AMA) m, $45.00, sc $5.00; Reprint: UMI; Subscription Services, American Management Assn., P.O. Box 319, Saranac Lake, NY 12983

Personnel Journal m, $34.00, back issues $5.00; Reprint: UMI; 866 W. 18th St., Costa Mesa, CA 92627

Public Administration Review bm, $55.00, $9.95 sc; Reprint: UMI; American Society for Public Administration, 1120 G St., NW, Washington, DC 30005

Public Personnel Management q, $40.00, $14.50 sc; Reprint: UMI; International Personnel Management Assn., 1617 Duke St., Alexandria, VA 22314

Sociology of Work and Occupations see Work and Occupations: An International Sociological Journal

Studies in Adult Education sa, British Pounds 3.00; Natl. Institute of Adult Education, Queen Anne St., London W1M 0BL, England

Technology Teacher (previously Man/Society/Technology) 8/yr, $30.00, sc $3.75; Reprint: UMI; International Technology Education Association, 1914 Association Dr., Reston, VA 22091

Training m, $48.00, sc $5.00; Reprint: UMI; Lakewood Publications, 50 S. Ninth St., Minneapolis, MN 55402

Training and Development Journal m, mem. $20.00, nonmem. $60.00, sc $6.00; Reprint: UMI; American Society for Training and Development, 1630 Duke St., Box 1443, Alexandria, VA 22313

Vocational Aspect of Education ta, British Pounds 9.00, sc British Pounds 3.00; Business Manager, Garnett College of Education (Technical), Downshire House, Roehampton Lane, London SW15 4HR, England

Vocational Education Journal (previously VocEd) m, free to mem., nonmem. $20.00, sc $2.50; Reprint: UMI; American Vocational Assn., Inc., 1410 King St., Alexandria, VA 22314

VocEd see Vocational Education Journal

Wisconsin Vocational Educator ta, free to selected educators; Reprint: UMI; Wisconsin Vocational Studies Center, University of Wisconsin—Madison, 964 Educational Sciences Bldg., Madison, WI 53706

Work and Occupations: An International Sociological Journal (previously Sociology of Work and Occupations) q, $30.00, inst. $72.00; Reprint: UMI; Sage Publications, Inc., 2111 W. Hillcrest Dr., Newbury Park, CA 91320

(CG) COUNSELING AND PERSONNEL SERVICES

University of Michigan, School of Education, Room 2108, 610 East University Street, Ann Arbor, MI 48109-1259

Adolescence q, $37.00, inst. $47.00, sc $13.00; Reprint: UMI; Libra Publishers, Inc., 3089C Clairemont Dr., Ste. 383, San Diego, CA 92117

American Journal of Family Therapy q, $30.00, inst. $60.00; Reprint: UMI; Brunner/Mazel Inc., 19 Union Square, W., New York, NY 10003

American Mental Health Counselors Association Journal see Journal of Mental Health Counseling

Canadian Counsellor see Canadian Journal of Counselling

Canadian Journal of Counselling (previously Canadian Counsellor) q, $35.00, sc $10.00; Reprint: UMI; Canadian Guidance and Counselling Association, P.O. Box 13059, Kanata, ON K2K 1X3, Canada

Career Development Quarterly (previously Vocational Guidance Quarterly) q, $20.00; Reprint: UMI; AACD, 5999 Stevenson Ave., Alexandria, VA 22304

Counseling and Values sa, $12.00; Reprint: UMI; AACD, 5999 Stevenson Ave., Alexandria, VA 22304

Counseling Psychologist q, $28.00, inst. $60.00, sc $6.00; Reprint: UMI; SAGE Publications, Inc., 2111 W. Hillcrest Dr., Newbury Park, CA 91320

Counselor Education and Supervision q, $12.00; Reprint: UMI; AACD, 5999 Stevenson Ave., Alexandria, VA 22304

Elementary School Guidance and Counseling q, $20.00; Reprint: UMI; AACD, 5999 Stevenson Ave., Alexandria, VA 22304

Family Relations q, $30.00, inst. $48.00, sc $11.00; Reprint: UMI; Natl. Council on Family Relations, Fairview Community School Center, 1910 W. County Rd. B, Ste. 147, St. Paul, MN 55113

Gerontologist bm, inst. $75.00, ind. $45.00, sc $10.00; Reprint: UMI; 1411 K St., NW, Ste. 300, Washington, DC 20005

Humanist Educator see The Journal of Humanistic Education and Development

International Journal of Aging and Human Development q, inst. $96.00, ind. $45.60; Baywood Publishing Co., Inc., 120 Marine St., Farmingdale, NY 11735

Journal for Specialists in Group Work q, $12.00; Reprint: UMI; AACD, 5999 Stevenson Ave., Alexandria, VA 22304

Journal of Adolescence q, $78.00; Journal of Adolescence, c/o Publications Expediting, Inc., 200 Meacham Ave., Elmont, NY 11003

Journal of Alcohol and Drug Education ta, $25.00; Reprint: UMI; Journal Executive, 1120 E. Oakland, P.O. Box 10212, Lansing, MI 48901

Journal of College Admissions (previously Journal of the National Association of College Admissions Counselors) q, $22.00; Reprint: Pub.: NACAC, 1800 Diagonal Rd., Ste. 430, Alexandria, VA 22314

Journal of College Placement q, $20.00, sc $5.00; Reprint: UMI; College Placement Council, Inc., 65 E. Elizabeth Ave., Bethlehem, PA 18018

Journal of College Student Development (previously Journal of College Student Personnel) bm, $15.00; Reprint: UMI; AACD, 5999 Stevenson Ave., Alexandria, VA 22304

Journal of College Student Personnel see Journal of College Student Development

Journal of Consulting and Clinical Psychology 6/yr, $70.00, inst. $140.00; Reprint: UMI; American Psychological Assn., 1200 17th St., NW, Washington, DC 20036

Journal of Counseling and Development (previously Personnel and Guidance Journal) 10/yr. $40.00: Reprint: UMI; AACD, 5999 Stevenson Ave., Alexandria, VA 22304

Journal of Counseling Psychology bm, $40.00, inst. $80.00, mem. $20.00; Reprint: UMI: American Psychological Assn., 1400 N. Uhle St., Arlington, VA 22201

Journal of Drug Education q, ind. $27.00, inst. $75.00; Baywood Publishing Co., Inc., 120 Marine St., Farmingdale, NY 11735

Journal of Employment Counseling q, $11.00; Reprint: UMI; AACD, 5999 Stevenson Ave., Alexandria, VA 22304

Journal of Family Issues q, inst. $65.00, ind. $28.00, special rates for members of Natl. Council on Family Relations; Sage Publications, Inc., 2111 W. Hillcrest Dr., Newbury Park, CA 91320

Journal of Humanistic Education and Development (previously Humanist Educator) q, $12.00; Reprint: UMI; AACD, 5999 Stevenson Ave., Alexandria, VA 22304

Journal of Marital and Family Therapy q, $30.00, inst. $50.00; Reprint: UMI; American Assn. for Marriage and Family Therapy, Inc., 1717 K St., Ste. 407, Washington, DC 20006

Journal of Marriage and the Family q, $50.00, inst. 60.00; Reprint: UMI; Natl. Council on Family Relations, 1910 W. County Rd. B, Ste. 147, St. Paul, MN 55113

Journal of Mental Health Counseling (previously American Mental Health Counselors Association Journal) q, nonmem $12.00, mem free; AACD, Stevenson Ave., Alexandria, VA 22304

Journal of Multicultural Counseling and Development (previously Journal of Non-White Concerns in Personnel and Guidance) q, $10.00; Reprint: UMI; AACD, 5999 Stevenson Ave., Alexandria, VA 22304

Journal of Non-White Concerns in Personnel and Guidance see Journal of Multicultural Counseling and Development

Journal of Offender Counseling sa, $6.00; Reprint: UMI; American Association for Counseling and Development, 5999 Stevenson Ave., Alexandria, VA 22304

Journal of Offender Counseling, Services & Rehabilitation (previously Offender Rehabilitation) q, $36.00, inst. $92.00, lib. $132.00; Reprint: UMI; The Haworth Press, Inc., 75 Griswold St., Binghamton, NY 13904

Journal of School Psychology q, $26.00, inst. $80.00, stu. $15.00; Reprint: UMI; Pergamon Press, Inc., Fairview Park, Elmsford, NY 10523

Journal of the National Association of College Admissions Counselors see Journal of College Admissions

Journal of the National Association of Women Deans, Administrators, and Counselors q, $24.00, sc $7.50; Reprint: UMI; Journal of the NAWDAC, 1325 18th St., NW, Ste. 210, Washington, DC 20036

Journal of Vocational Behavior bm, $170.00; Academic Press, 1 E. First St., Duluth, MN 55802

Measurement and Evaluation in Counseling and Development (previously Measurement and Evaluation in Guidance) q, $12.00; Reprint: UMI; AACD, 5999 Stevenson Ave., Alexandria, VA 22304

Measurement and Evaluation in Guidance see Measurement and Evaluation in Counseling and Development

NASPA Journal q, $25.00; Reprint: UMI; NASPA Central Office, 1700 18th St., NW, Ste. 301, Washington, DC 20009-2502

Offender Rehabilitation see Journal of Offender Counseling, Services & Rehabilitation

Omega: Journal of Death and Dying q, ind. $27.00, inst. $75.00; Baywood Publishing Co., Inc., 120 Marine St., Farmingdale, NY 11735

Personnel and Guidance Journal see Journal of Counseling and Development

Personnel Psychology q, $45.00, sc $11.25, stu $28.00; 9660 Hillcroft, Ste. 337, Houston, TX 77096

Psychology: A Quarterly Journal of Human Behavior q, $12.50, sc $3.00; Managing Editor, Pennsylvania State University, McKeesport Campus, McKeesport, PA 15132

Psychology in the Schools q, $30.00; Reprint: UMI; Psychology Press, Inc., 4 Conant Square, Brandon , VT 05733

Rehabilitation Counseling Bulletin 4/yr, $18.00; Reprint: UMI; AACD, 5999 Stevenson Ave., Alexandria, VA 22304

School Counselor 5/yr, $25.00; Reprint: UMI; AACD, 5999 Stevenson Ave., Alexandria, VA 22304

Small Group Behavior q, $28.00, inst. $70.00; Reprint: UMI; Sage Publications, Inc., 2111 W. Hillcrest Dr., Newbury Park, CA 91320

Social Behavior and Personality sa, $60.00; Reprint: UMI; Social Behavior and Personality, c/o The University of the South Pacific, P.O. Box 1168, Suva, Fiji

Suicide and Life-Threatening Behavior q, $32.00, inst. $80.00; Reprint: UMI; Guilford Press, 72 Spring St., New York, NY 10012

Vocational Guidance Quarterly see Career Development Quarterly

(CS) READING AND COMMUNICATION SKILLS

Indiana University, 2805 East 10th Street, Smith Research Center, Bloomington, IN 47405-2373

ABCA Bulletin see Bulletin of the Association for Business Communication

ACA Bulletin q, mem. $40.00, lib. $20.00, sc $10.00; Reprint: UMI; Association for Communication Administration, 5105 Backlick Rd., #E, Annandale, VA 22003

ADE Bulletin ta, $15.00, sc $5.00; Reprint: UMI; Assn. of Depts. of English, 10 Astor Pl., New York, NY 10003-6981

Argumentation and Advocacy (previously Journal of the American Forensic Association) q, inst. $25.00, mem. $25.00; Reprint: UMI; Dept. of Speech Communication, University of Wisconsin, River Falls, WI 54022

Association for Communication Administration Bulletin see ACA Bulletin

Australian Journal of Reading q, subscription included in Australian Reading Assn. mem.; nonmem. and inst. $30.00, sc $6.00; Reprint: UMI, P.O. Box 78, Carlton South, Victoria 3053, Australia

Bulletin of the Association for Business Communication (previously ABCA Bulletin) q, mem. $40.00, sc $3.00; Reprint: UMI; Assn. for Business Communication, 608 S. Wright St., Urbana, IL 61801

Canadian Journal of English Language Arts (previously Highway One) mem. $40.00 Canadian dollars, sc $5.00 Canadian dollars; Canadian Council of Teachers of English, Box 3382, Sta. B, Calgary, AB T2K 4M1, Canada

CEA Forum q, mem. $25.00, inst. $30.00, foreign add $5.00; Executive Director, CEA, Nazareth College of Rochester, Rochester, NY 14610

Central States Speech Journal q, $25.00, lib. $25.00, inst. $50.00, sc $5.00, foreign add $3.00; Executive Secretary, Central States Speech Association, Dept. of Communication, Guzzetta Hall, University of Akron, Akron, OH 44325

Children's Literature in Education q, ind. & K-12 schools $18.00, inst. $32.00; Reprint: UMI; Agathon Press, Fulfillment Dept., Inc., 49 Sheridan Ave., Albany, NY 12210

Clearing House 9/yr, $37.00, sc $4.50; Reprint: UMI; Heldref Publications, 4000 Albemarle St., NW, Washington, DC 20016

College Composition and Communication q, $8.00, foreign add $2.00, sc $2.00; Reprint: UMI; Natl. Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801

College English 8/yr, mem. $35.00, inst. $40.00, foreign add $4.00, sc $4.50; Reprint: UMI; Natl. Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801

Communication Education (previously Speech Teacher) q, lib. $45.00, mem. $40.00, sc $11.00, Stu. mem. $20.00; Reprint: UMI; Speech Communication Assn., 5105 Backlick Rd., #E, Annandale, VA 22003

Communication: Journalism Education Today (C:JET) q, mem. $30.00, inst. $35.00, sc $4.00; Reprint: UMI; Journalism Education Assn., Inc., Box 99, Blue Springs, MO 64015

Communication Monographs (previously Speech Monographs) q, lib. $45.00, mem. $40.00, stu. mem. $20.00, sc $12.00; Reprint: UMI; Speech Communication Assn., 5105 Backlick Rd., #E, Annandale, VA 22003

Communication Quarterly (previously Today's Speech) q, $25.00, lib. $25.00, stu. $15.00, sc $10.00; Reprint: UMI; Communication Quarterly, Dept. of Speech and Theatre, Montclair State College, Upper Montclair, NJ 07043-1699

Communication Research (previously Communication Research: An International Quarterly) 6/yr, $36.00, inst. $108.00; Reprint: UMI; Sage Publications, Inc., 2111 W. Hillcrest Dr., Newbury Park, CA 91320

Communication Research: An International Quarterly see Communication Research

Critical Studies in Mass Communication q, mem. $40.00, lib. $45.00, sc $12.00, Stu. $20.00; Reprint: UMI; Speech Communication Assn., 5105 Backlick Rd., Bldg. #E, Annandale, VA 22003

Discourse Processes q, $29.50, inst. $69.50, foreign add $12.00; Subscription Dept., Ablex Publishing Corp., 355 Chestnut St., Norwood, NJ 07648

Elementary English see Language Arts

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English Education q, $12.00, foreign add $3.00, sc $3.00; Reprint: UMI; Natl. Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801

English in Australia q, $12.00; Executive Officer, AATE, P.O. Box 203, Norwood, S.A. 5067, Australia

English Journal 9/yr, mem. $35.00, inst. $40.00, sc $4.50; Reprint: UMI; Natl. Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801

English Quarterly q, mem. $30.00 Canadian dollars, sc $5.00 Canadian dollars; Canadian Council of Teachers of English, Box 3382, Station "B," Calgary, AB T2K 4M1, Canada

Exercise Exchange sa, $5.00, inst. $6.00; Reprint: UMI; Dept. of Secondary Ed., College of Ed., Utah State University, Logan, UT 84322-2815

Feedback q, $10.00, sc $3.00; Broadcast Education Assn., 1771 N St., NW, Washington, DC 20036

Freshman English News ta, $5.00; Reprint: UMI; Managing Editor, Freshman English News, Dept. of English, Texas Christian University, Fort Worth, TX 76129

Highway One see Canadian Journal of English Language Arts

Horn Book Magazine 6/yr, $32.00, sc $5.50; Reprint: UMI; Circulation Dept., The Horn Book, Inc., Park Square Bldg., 31 St. James Ave., Boston, MA 02116

Human Communication Research q, $36.00, inst. $85.00; Reprint: UMI; Sage Publications, Inc., 2111 W. Hillcrest Dr., Newbury Park, CA 91320

Human Factors bm, nonmem. $60.00; Reprint: UMI; The Human Factors Society, Publications Div., P.O. Box 1369, Santa Monica, CA 90406

Illinois School Research and Development ta, $12.00, sc $4.50; Reprint: UMI; Illinois Association for Supervision and Curriculum Development, Illinois State University, Normal, IL 61761

Journal of Advanced Composition sa, $10.00, inst. $12.50; Journal of Advanced Composition, Dept. of English, University of Utah, Salt Lake City, UT 84112

Journal of Applied Communication Research sa, $12.00, inst. $5.00, sc $7.00, inst. sc $15.00; Reprint: UMI; Business Mgr., JACR, Dept. Communication CPR 443, University of South Florida, Tampa, FL 33620-5550

Journal of Basic Writing sa; $8.00, inst. $12.0, sc $4.50, foreign add $5.00; Reprint: UMI; Instructional Resource Center, 535 E. 80th St., New York, NY 10021

Journal of Business Communication q, $40.00 (includes subscription to Bulletin of the Association for Business Communication), sc $10.00; Reprint: UMI; Association for Business Communication, 608 S. Wright St., Urbana, IL 61801

Journal of Communication q, $25.00, inst. $50.00, sc $7.00, inst. sc $14.00; Reprint: UMI; Journals Department, Oxford University Press, 16-00 Pollitt Dr., Fair Lawn, NJ 07410

Journal of Film and Video q, inst. $12.00, foreign inst. $20.00, stu. $15.00, mem. $35.00; Reprint: UMI; University Film and Video Association Membership Office, Film Studies Program, University of California at Santa Barbara, Santa Barbara, CA 93106

Journal of Reading 8/yr, $30.00, inst. $33.00, sc $3.75; Reprint: UMI; Intl. Reading Assn., 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19714-8139

Journal of Reading Behavior q, $40.00; Reprint: UMI; NRC 11 E. Hubbard, Ste. 200, Chicago, IL 60611

Journal of Research in Reading sa, $20.35, inst. $35.50; Reprint: UMI; Subscriptions Dept., Basil Blackwell Publisher, 108 Cowley Rd., Oxford, OX4 1JF, England

Journal of Teaching Writing sa, $8.00, inst. $15.00, mem. $10.00; Indiana Teachers of Writing, Indiana University-Purdue, University at Indianapolis, 425 Agnes St., Indianapolis, IN 46202

Journal of the American Forensic Association see Argumentation and Advocacy

Journal of the University Film and Video Association see Journal of Film and Video

Journalism Educator q, $20.00, inst. $25.00, foreign add $5.00, sc $5.00; Reprint: UMI; Assn. for Education in Journalism and Mass Communication, 1621 College St., University of South Carolina, College of Journalism, Columbia, SC 29208-0251

Journalism Quarterly q, $25.00, inst. $35.00, sc $7.50, foreign add $10.00; Reprint: UMI; Assn. for Education in Journalism and Mass Communication, University of South Carolina, 1621 College St., Columbia, SC 29208-0251

Language Arts (previously Elementary English) 8/yr, $35.00, inst. $40.00, foreign add $4.00, sc $4.00; Reprint: UMI; Natl. Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801

New Advocate q, $27.00, inst. $45.00, foreign add $10.00, sc $10.00; P.O. Box 809, Needham Heights, MA 02194-0006

Perspectives on Dyslexia q; Orton Dyslexia Society, 724 York Rd., Baltimore, MD 21204

Public Relations Review q, $29.00, inst. $33.00; Reprint: UMI; Communication Research Associates, Inc., 10606 Mantz Rd., Silver Spring, MD 20903

Quarterly Journal of Speech q, ind. & inst. $40.00, sc $11.00, stu. $20.00; Reprint: UMI; Executive Director, Speech Communication Assn., 5105 Backlick Rd., E., Annandale, VA 22003

Quill and Scroll q, $9.00, sc $2.25; Reprint: UMI; School of Journalism, University of Iowa, Iowa City, IA 52242

Reading ta, $28.20, inst. $50.00; Reprint: UMI; Basil Blackwell Ltd., 108 Cowley Rd., Oxford OX4 1JF, England

Reading Horizons q, $14.00, inst. $16.00; Reprint: UMI; College of Education, Western Michigan University, Kalamazoo, MI 49008

Reading Improvement q, $10.00, inst. $14.00, foreign add $4.00; Reprint: UMI; Project Innovation, 1362 Santa Cruz Ct., Chula Vista, CA 92010

Reading Psychology q, $29.00, inst. $72.50, foreign add $15.00; Subscription Dept., Hemisphere Publishing Corp., 79 Madison Ave., Ste. 1110, New York, NY 10016-7892

Reading Research and Instruction (previously Reading World) q, $30.00, foreign add $5.00, sc $8.00; Reprint: UMI; Publications Business Manager, College Reading Assn., Northern Illinois University, Reading Clinic, Dept. of Curriculum and Instruction, DeKalb, IL 60115

Reading Research Quarterly q, $30.00, sc $7.50; Reprint: UMI; Intl. Reading Assn., 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19714-8139

Reading Teacher 9/yr, $30.00, inst. $33.00, sc $3.75; Reprint: UMI; Intl. Reading Assn., 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19714-8139

Reading World see Reading Research and Instruction

Research in the Teaching of English q, $15.00, inst. $20.00, foreign add $2.00, sc $5.00; Reprint: UMI; Natl. Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801

Rhetoric Review sa, $10.00, inst. $13.00, sc $5.00; Theresa Enos, Dept. of English, University of Arizona, Tuscon, AZ 85721

Southern Speech Communication Journal q, $15.00, lib. $12.00, sc $5.00, stu. $10.00; Reprint: UMI; Executive Secretary, Dept. of Communication Arts, Appalachian State University, Boone, NC 28608

Speech Monographs see Communication Monographs

Speech Teacher see Communication Education

Teachers and Writers Magazine 5/yr, $15.00, sc $2.50; Reprint: UMI; Teachers and Writers Collaborative, 5 Union Square West, New York, NY 10003

Teaching English in the Two-Year College q, ind. & inst. $15.00, sc $3.75, 10 issues $26.00; Reprint: UMI; 1111 Kenyon Rd., Urbana, IL 61801

Technical Writing Teacher ta, inst. $50.00, foreign $30.00, mem. $20.00; Reprint: UMI; Rhetoric Dept., 202 Haecker Hall, University of Minnesota, St. Paul, MN 55108

Today's Speech see Communication Quarterly

Use of English ta, $15.00, inst. $20.00; Scottish Academic Press (Ref U/E), 33 Montgomery St., Edinburgh EH7 5JX, Scotland

Visible Language q, $21.00, inst. $32.00; Rhode Island School of Design, Graphic Design Dept., 2 College St., Providence, RI 02903

Western Journal of Speech Communication q, $15.00, inst. $16.00, lib. $16.00, sc $4.00, stu. $10.00; Reprint: UMI; Executive Secretary—WSCA, Dept. of Communication Studies, California State University, Los Angeles, CA 90032

Writing Center Journal sa, $10.00, mem. $12.00, sc $2.50; Reprint: UMI; Writing Center Journal, English Dept., UMC 32, Utah State University, Logan, UT 84322-3200

Writing Instructor sa, $16.00, inst. $20.00; 817 W. 34th St., University Church—4th Floor, University of Southern California, Los Angeles, CA 90089-1291

Writing Program Administration sa, inst. $20.00, mem. $15.00, sc $5.00, foreign add $1.50; Secretary-Treasurer, Dept. of English, WPA, Miami University, Oxford, OH 45056

Written Communication q, $32.00, inst. $85.00; 2111 W. Hilcrest Dr., Newbury Park, CA 91320

Youth Theatre Journal q, $15.00; Reprint: UMI; Theatre Arts Dept., Virginia Tech University, Blacksburg, VA 24061-0141

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(EA) EDUCATIONAL MANAGEMENT

University of Oregon, 1787 Agate Street, Eugene, OR 97403-5207

Administrative Science Quarterly q. $35.00. inst. $62.00. sc $10.00; Reprint: UMI; ASQ, Malott Hall , Cornell University, Ithaca, NY 14853

American School Board Journal m. $38.00. sc $5.00; Reprint: UMI; Natl. School Boards Assn., 1680 Duke St., Alexandria, VA 22314

CEFP Journal bm. $25.00. sc $5.00; Reprint: UMI; Council of Educational Facility Planners, 1060 Carmack Rd. #160, Columbus, OH 43210

Curriculum Inquiry q. $54.00. inst. $64.00; Reprint: UMI; Subscription Dept., John Wiley and Sons, Inc., 605 Third Ave., New York, NY 10158

Economics of Education Review q. inst. $100.00. ind. $54.00 if lib. subscribes. sc $34.00; Reprint: UMI; Pergamon Press Inc., Maxwell House, Fairview Park, Elmsford, NY 10523

Educational Administration Quarterly ta. $32.00. inst. $72.00; Reprint: UMI; Sage Publications, 2111 W. Hillcrest Dr., Newbury Park, CA 91320

Educational Leadership 8/yr. $32.00; Reprint: UMI; Assn. for Supervision and Curriculum Development, 125 N. West St., Alexandria, VA 22314-2798

Educational Management and Administration sa. $49.00. sc $20.00; Reprint: UMI; Longman Group Ltd., Subscription Dept., Fourth Ave., Harlow, Essex CM19 5AA, England

Educational Planning q. $35.00; International Society for Educational Planning, University of Alabama, P.O. Box Q, 211 Wilson Hall, Tuscaloosa, AL 35487

Executive Educator m. $45.00. sc $5.00; Reprint: UMI; 1680 Duke St., Alexandria, VA 22314

Journal of Curriculum and Supervision q. $30.00. sc $7.50; Reprint: UMI; Assn. for Supervision and Curriculum Development, 125 N. West St., Alexandria, VA 22314-2798

Journal of Education Finance q. $20.00; Reprint: UMI; Box U-502, Western Kentucky University, Bowling Green, KY 42101

Journal of Educational Administration ta. Australian $12.00; Reprint: UMI; University of New England, Armidale, New South Wales 2351, Australia

Journal of Law and Education q. $35.00; Reprint: UMI; Ruth V. Smith, P.O. Box 1936, Cincinnati, OH 45201-1936

NASSP Bulletin 9/yr. mem. $110.00. lib. $60.00. sc $6.75; Reprint: UMI; 1904 Association Dr., Reston, VA 22091

Phi Delta Kappan 10/yr. $20.00. sc $2.50; Reprint: UMI; 8th St. and Union Ave., Box 789, Bloomington, IN 47402

Planning and Changing q. $18.00. sc $4.50; Reprint: UMI; Dept. of Educational Admin. and Foundations, Illinois State University, Normal, IL 61761

Principal 5/yr. mem. $110.00. sc $7.00; Reprint: UMI; 1615 Duke St., Alexandria, VA 22314

School Administrator 11/yr. mem. $5.00; American Assn. of School Administrators, 1801 N. Moore St., Arlington, VA 22209

School Business Affairs 13/yr. $45.00; Reprint: UMI; Assn. of School Business Officials International, 11401 N. Shore Dr., Reston, VA 22090

School Law Bulletin q. $16.00. sc $4.00; Reprint: UMI; Institute of Govt., CB#3330 Knapp Bldg. UNC at Chapel Hill, , Chapel Hill, NC 27599-3330

West's Education Law Reporter bw. $195.00. sc $15.00; West Publishing Co., 50 W. Kellogg Blvd., P.O. Box 64526, St. Paul, MN 55164-0526

(EC) HANDICAPPED AND GIFTED CHILDREN

Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589

AAESPH Review see Journal of the Association for Persons with Severe Handicaps (JASH)

Academic Therapy 5/yr. $20.00; Reprint: UMI; 20 Commercial Blvd., Novato, CA 94947-6191

A.C.E.H.I. Journal q. nonmem. Canada $22.50. US $32.00. inst. $37.50. sc $7.50; Dept. of Educational Psychology, 6-102 Education North, University of Alberta, Edmonton, AB T6G 2G5, Canada

American Annals of the Deaf 6/yr. $40.00. sc Reference Issue (April) $20.00; Reprint: UMI; American Annals of the Deaf, P.O. Box 6796, Syracuse, NY 13217

American Journal of Mental Deficiency see American Journal of Mental Retardation

American Journal of Mental Retardation bm. $30.00. sc $10.00; Reprint: UMI; American Journal on Mental Retardation, 1719 Kalorama Rd., NW, Washington, DC 20009

Analysis and Intervention in Developmental Disabilities see Research in Developmental Disabilities

Annals of Dyslexia a. free. nonmem. $11.50 plus 10 percent postage and Handling; Reprint: UMI; The Orton Dyslexia Soc., 724 York Rd., Baltimore, MD 21204

Australia and New Zealand Journal of Developmental Disabilities (previously Australian Journal of Developmental Disabilities) q. 37.00 Australian Dollars. sc $8.00 Australian Dollars; Reprint: UMI; Unit for Rehabilitation Studies, School of Education, Macquarie University, N.S.W. 2109, Australia

Australian Journal of Developmental Disabilities see Australia and New Zealand Journal of Developmental Disabilities

Australian Journal of Mental Retardation title changed to Australian Journal of Developmental Disabilities and subsequently to Australia and New Zealand Journal of Developmental Disabilities; see Australia and New Zealand Journal of Developmental Disabilities

B. C. Journal of Special Education q. $25.00. sc $5.50; B.C. Journal of Special Education, Faculty of Education, University of British Columbia, BC V6T 1W5

Behavioral Disorders q. $20.00. inst. $40.00. sc $5.00; Reprint: UMI; Council for Children with Behavior Disorders, The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589

British Journal of Special Education (previously Special Education: Forward Trends) q. ind. 15 Pounds. inst. 30 Pounds. $23.00. inst. $34.00 surface mail; Reprint: UMI; Natl. Council for Special Education, One Wood St., Stratford-upon-Avon, Warwickshire CV37 6JE, England

Canadian Journal for Exceptional Children (previously Special Education in Canada) q. $15.00; Publication Services, University of Alberta, Edmonton, AB T6G 2G5, Canada

Career Development for Exceptional Individuals sa. $16.00. sc $4.00; Reprint: UMI; Official Publication of Div. on Career Development, The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589

Child Abuse and Neglect: The International Journal q. inst. $180.00; Reprint: UMI; Pergamon Press, Inc., Fairview Park, Elmsford, NY 10523

Diagnostique q. $24.00. sc $6.00; Reprint: UMI; Council for Educational Diagnostic Services, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589

Education and Training in Mental Retardation (previously Education and Training of the Mentally Retarded) q. $20.00. sc $6.00; Reprint: UMI; Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091

Education and Training of the Mentally Retarded see Education and Training in Mental Retardation

Education and Treatment of Children q. ind. $18.00. inst. $62.00; Clinical Psychology Publishing Co., Inc., 4 Conant Square, Brandon, VT 05733

Education of the Visually Handicapped q. $33.00. sc $8.25; Reprint: UMI; Heldref Publications, 4000 Albermarle St., NW, Washington, DC 20016. Beginning with Volume 14 microform is available from publisher, prior to Volume 14 available from UMI.

Exceptional Child 3/yr. $30.00. sc $11.00; University of Queensland Press, St. Lucia, Queensland 4067, Australia

Exceptional Children 6/yr. $35.00. sc $7.00; Reprint: UMI; Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589

Exceptional Parent 8/yr. $16.00. inst. $24.00; Reprint: UMI; Physical Education Corp., 605 Commonwealth Ave., Boston, MA 02215

Focus on Exceptional Children 9/yr. ind. $24.00. inst. $30.00; Reprint: UMI; Love Publishing Co., 1777 S. Bellaire St., Denver, CO 80222

G/C/T see Gifted Child Today (GCT)

Gifted Child Quarterly q. mem. $35.00; Reprint: UMI; Natl. Assn. for Gifted Children, 4175 Lovell Rd., Box 30—Ste. 140, Circle Pines, MN 55014

Gifted Child Today (GCT) (previously G/C/T) 6/yr. $24.00; Reprint: UMI; G/C/T Publishing Co., P.O. Box 6448, Mobile, AL 36606-0448

Gifted Education International ta. $55.00; AB Academic Publishers, P.O. Box 97 Berkhamsted, Herts HP4 2PX, England

International Journal of Rehabilitation Research q. inst. $57.00. ind. $38.00. sc $13.00 plus postage; HVA-Edition Schindele, Hans-Bunte-Str 18, D-6900 Heidelberg 1, Federal Republic of Germany

Journal for the Education of the Gifted q. $26.00. sc $9.00; Reprint: UMI; JEG, University of North Carolina Press, P.O. Box 2288, Chapel Hill, NC 27515-2288

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Journal of Applied Behavior Analysis q, $18.00, inst. $42.00, sc $12.00; Dept. of Human Development, University of Kansas, Lawrence, KS 66045

Journal of Autism and Childhood Schizophrenia see Journal of Autism and Developmental Disorders

Journal of Autism and Developmental Disorders (previously Journal of Autism and Childhood Schizophrenia) q, $39.00, inst. $165.00; Plenum Publishing Corp., 233 Spring St., New York, NY 10013

Journal of Childhood Communication Disorders ba, $16.00, mem. free, sc $10.00; The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091

Journal of Communication Disorders bm, ind. $81.00, inst. $162.00; Elsevier Science Publishing Co., Inc., 52 Vanderbilt Ave., New York, NY 10017

Journal of Creative Behavior q, $17.00, sc $7.00; Reprint: UMI; Creative Education Foundation, Inc., 437 Franklin St., Buffalo, NY 14202

Journal of Learning Disabilities 10/yr, ind. $40.00, lib. & inst. $50.00, sc $8.00; Reprint: Kraus Thomson Organization, 1 Water St., White Plaines, NY 10601 (Microfilm); Pro-ed, 5341 Industrial Oaks Blvd., Austin, TX 78735-8809

Journal of Reading, Writing, and Learning Disabilities International q, ind. $28.50, inst. & lib. $95.00/yr; Hemisphere Publishing Corp., 79 Madison Ave., New York, NY 10016

Journal of Special Education q, $30.00; inst. $45.00; PRO-ED, 5341 Industrial Oaks Blvd., Austin, TX 78735-8809

Journal of Special Education Technology q, mem. $17.00 (includes assn. membership), stu. $12.00, sc $4.50; Reprint: UMI; Peabody College, Box 328, Vanderbilt University, Nashville, TN 37203

Journal of Speech and Hearing Disorders q, ind. $35.00, inst. $68.00, sc $18.50; Reprint: UMI; American Speech and Hearing Assn., 10801 Rockville Pike, Rockville, MD 20852

Journal of Speech and Hearing Research q, ind. $35.00, inst. $68.00, sc $18.50; Reprint: UMI; American Speech and Hearing Assn., 10801 Rockville Pike, Rockville, MD 20852

Journal of the Association for Persons with Severe Handicaps (JASH) (previously AAESPH Review) q, $33.00 includes membership; Reprint: UMI; The Association for Persons with Severe Handicaps, 7010 Roosevelt Way, NE, Seattle, WA 98115

Journal of the Division for Early Childhood 3/yr, $20.00, sc $10.00; The Council for Exceptional Children, Division for Early Childhood, 1920 Association Dr., Reston, VA 22091

Journal of Visual Impairment and Blindness (previously New Outlook for the Blind) 10/yr, ind. $25.00, inst. $30.00, sc $5.00; Reprint: UMI; American Foundation for the Blind, 15 W. 16th St., New York, NY 10011

Language, Speech, and Hearing Services in Schools q, $30.00, sc $8.50; Reprint: UMI; American Speech and Hearing Assn., 10801 Rockville Pike, Rockville, MD 20852

Learning Disabilities Focus ba, $25.00 ind, $32.00 inst, $8.00 sc; The Council of Exceptional Children, Division of Learning Disabilities, 1920 Association Dr., Reston, VA 22091

Learning Disabilities Research ba, $25.00 ind, $32.00 inst, $8.00 sc; The Council for Exceptional Children, Division of Learning Disabilities, 1920 Association Dr., Reston, VA 22091

Learning Disability Quarterly q, mem. $30.00, sc $5.00; Reprint: UMI; Learning Disability Quarterly, c/o Council for Learning Disabilities, P.O. Box 40303, Overland Park, KS 66204

Mental Retardation bm, nonmem. $30.00, mem. $13.00, sc $6.00; Reprint: UMI; American Assn. on Mental Retardation, 1719 Kalorama Rd., NW, Washington, DC 20009

New Outlook for the Blind see Journal of Visual Impairment and Blindness

Perspectives for Teachers of the Hearing Impaired 5/yr, $15.00, sc $3.50; Pre-college Programs, Gallaudet University, 800 Florida Ave., NE, Washington, DC 20002

Pointer q, $35.00, inst. $48.00, sc $12.00; Reprint: UMI; Heldref Publications, 4000 Albemarle St., NW, Washington, DC 20016

Remedial and Special Education (RASE) bm, inst. $45.00, ind. $30.00; Reprint: UMI; PRO-ED, 5341 Industrial Oaks Blvd., Austin, TX 78735-8809

Research in Developmental Disabilities (previously Analysis and Intervention in Developmental Disabilities) q, inst. $90.00 1 yr, $171.00 2 yrs; ind. $50.00; Reprint: UMI; Pergamon Journals, Inc., Maxwell House, Fairview Park, Elmsford, NY 10523

Roeper Review q, $22.00, sc $7.50; Reprint: UMI; Roeper Review, Roeper City and Country School, P.O. Box 329, Bloomfield Hills, MI 48013

Slow Learning Child see Exceptional Child

Special Education: Forward Trends see British Journal of Special Education

Special Education in Canada see Canadian Journal for Exceptional Children

Teacher Education and Special Education q, lib. & inst. $22.00, $18.00 mem. includes journal, sc $5.00; Reprint: UMI; Special Press, Ste. 3205, 11230 West Ave., San Antonio, TX 78213

Teaching Exceptional Children q, $20.00, sc $7.00; Reprint: UMI; Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589

Topics in Early Childhood Special Education q, ind. $30.00, $45.00 inst; Pro-Ed, 5341 Industrial Oaks Blvd., Austin, TX 78735-8809

Topics in Language Disorders q, $46.00, sc $16.00; Reprint: UMI; Fulfillment, Aspen Publishers, Inc., 7201 McKinney Circle, Frederick, MD 21701

Volta Review 7/yr, $14.25 of mem. dues; Reprint: UMI; Alexander Graham Bell Assn. for the Deaf, 3417 Volta Pl., NW, Washington, DC 20007-2778

(FL) LANGUAGES AND LINGUISTICS

Center for Applied Linguistics, 1118 22nd Street, NW, Washington, DC 20037-0037

ADFL Bulletin (previously Bulletin of the Association of Departments of Foreign Languages) sa, $15.00, inst. $30.00, lib. $9.00; Reprint: UMI; Assn. of Depts. of Foreign Languages, 10 Astor Pl., New York, NY 10003-6981

Al-ᶜArabiyya sa, ind. $15.00, stu. $10.00; American Association of Teachers of Arabic, School of Advanced International Studies, Johns Hopkins University, 1740 Massachusetts Ave. NW, Washington, DC 20036

American Speech q, ind. $15.00, inst. $18.00, foreign $18.00; University of Alabama Press, 315 University Blvd., E., Tuscaloosa, AL 35401

Annual Review of Applied Linguistics a, ind. $22.00, inst. $37.00; Cambridge University Press, 32 E. 57th St., New York, NY 10022

Applied Linguistics ta, 23 British Pounds, foreign 28 British Pounds (US $60.00), sc 9.50 British Pounds, sc foreign 11.00 British Pounds (US $20.00); Journals Subscriptions Dept., Oxford University Press, Walton Street, Oxford OX2 6DP, England

Applied Psycholinguistics q, $29.50, inst. 54.50, sc $15.00; Reprint: UMI; Cambridge University Press, 32 E. 57th St., New York, NY 10022; outside US/Canada: Cambridge University Press, The Edinburgh Building, Shaftesbury Rd., Cambridge CB2 2RU, England

Bilingual Review ta, $15.00, inst. $28.00; Hispanic Research Center, Arizona State University, Tempe, AZ 85284

British Journal of Language Teaching ta, British Pounds 15.00, outside Europe add 6 British Pounds; 21 The Green, The Paddocks, Charlbury, Oxon OX7 3QA, England

Bulletin of the Association of Departments of Foreign Languages see ADFL Bulletin

CALICO Journal q, $25.00, inst. $50.00; 3078 JKHB, Brigham Young University, Provo, UT 84602

Canadian Modern Language Review q, $20.00, inst. and overseas $25.00; Reprint: UMI; ON Modern Language Teachers Assn., 4 Oakmount Rd., Welland, ON L3C 4X8, Canada

ELT Journal q, $32.00, sc $9.00; Oxford University Press, Walton St., Oxford OX2 6DP, England

English Language Teaching Journal see ELT Journal

ESP Journal ba, $65.00, prof. sub. $25.00; Pergamon Press, Ltd., Headington Hall, Oxford OX3 0BW, England

Foreign Language Annals bm, $40.00, inst. $50.00, overseas $45.00; Reprint: UMI; American Council on the Teaching of Foreign Languages, 579 Broadway, Hastings-on-Hudson, NY 10706

Francais dans le Monde 8/yr, French Franc 230 Reprint: UMI; Hachette, 261 Rue des Fosses Saint Jacques, 75005 Paris, France

French Review bm, $27.00; Reprint: UMI; American Assn. of Teachers of French, 57 E. Armory Ave., Champaign, IL 61820

Hispania q, $25.00; Reprint: UMI; American Assn. of Teachers of Spanish and Portuguese, Mississippi State University, Lee Hall 218, P.O. Box 6349, Mississippi State, MS 39762-6349

International Review of Applied Linguistics in Language Teaching see IRAL

IRAL (previously International Review of Applied Linguistics in Language Teaching) q, $50.00, inst. $63.00, sc $16.00; Reprint UMI; Oxford University Press, Walton St., Oxford OX2 6DP, England

Journal of Child Language ta, $44.00, inst $99.00, sc $37.00; Cambridge University Press, 32 E. 57th St., New York, NY 10022; overseas: Cambridge University Press, The Edinburgh Bldg., Shaftesbury Rd., Cambridge CB2 2RU, England

Journal of Educational Techniques and Technologies (previously NALLD Journal) ta. $15.00 US and Canada, inst. and overseas $20.00; Reprint: UMI; A & S Learning Lab, Bingham Humanities 16, University of Louisville, Louisville, KY 40292

Journal of Linguistics ba, $63.00, sc $37.00; Cambridge University Press, 32 E. 57th St., New York, NY 10022; overseas: Cambridge University Press, Edinburgh Bldg., Shaftesbury Rd., Cambridge CB2 2RU, England

Journal of Multilingual and Multicultural Development q., $26.00, inst. $92.00; Multilingual Matters, Ltd., Bank House, 8a Hill Rd., Clevedon, Avon BS21 7HH, England

Journal of the Chinese Language Teachers Association ta, mem. $20.00, inst. $30.00, sc $6.00; Reprint: UMI; Dept. of East Asian Languages & Literatures, Dieter Cunz Hall, Ohio State University, Columbus, OH 43210

Language in Society ta, $39.00, inst. $75.00; Reprint: UMI; Cambridge University Press, 32 E. 57th St., New York, NY 10022

Language Learning sa, $25.00, inst. $42.00; Reprint: UMI; 1076 Frieze Bldg., University of Michigan, Ann Arbor, MI 48109

Language Problems and Language Planning ta, $18.00, inst. $27.00; University of Texas Press, P.O. Box 7819, Austin, TX 78713

Language Testing ba, ind. $36.00, inst. $50.00; Edward Arnold Publishers, 41 Bedford Square, London WC1B 3DQ, Orders to Cambridge University Press, 32 E. 57th St., New York, NY 10022

Modern Language Journal bm, $13.00, inst. $30.00; Reprint: UMI; University of Wisconsin Press, 114 N. Murray St., Madison, WI 53715

NALLD Journal see Journal of Educational Techniques and Technologies

Rassegna Italiana di Linguistica Applicata q, $17.00; Bulzoni Editore, Via dei Liburni 14, 00185 Roma, Italy

Reading in a Foreign Language sa, surface mail British Pounds 6.00, airmail British Pounds 9.00; Subscriptions Sec., Language Studies Unit, University of Aston, Gosta Green, Birmingham B4 7ET, England

Russian Language Journal ta, $15.00 plus $3.50 for surface mail and $10.00 for airmail, sc $5.50; Reprint: UMI; A-601 Wells Hall, Michigan State University, East Lansing, MI 48824-1027

Second Language Research sa, ind. $30.00, inst. $45.00; Edward Arnold Ltd., 41 Bedford Square, London WC1B3DQ, England

Sign Language Studies q, $33.00, overseas $35.00, inst. $40.00; Linstok Press, Inc., 9306 Mintwood St., Silver Spring, MD 20901

Studies in Second Language Acquisition sa, $26.00, inst. $47.00, sc $18.00; Reprint: UMI; Cambridge University Press, 32 E. 57th St., New York, NY 10022

System ta, Deutsche Marks 72.00, inst. Deutsche Marks 160.00; Reprint: UMI; Pergamon Press, Ltd., Heading Hill Hall, Oxford OX3 0BW, England

TESL Canada Journal sa, $12.00 ind. (Canada or US), $16.00 ind. (other countries), $18.00 inst. (Canada or US), $24.00 inst. (other); Subscription Secretary, TESL Canada Journal, Faculty of Education, McGill University, 3706 McTavish, Montreal, PQ H3A 1Y2, Canada

TESL Talk q, $33.00, inst. $49.50; Newcomer Services Branch, Ministry of Citizenship and Culture, ON Welcome House, 3d Floor, 454 University Ave., Toronto, ON M5G 1R6, Canada

TESOL Quarterly q, $42.00, inst. $75.00; Reprint: UMI; TESOL Central Office, Ste. 205, 1118 22d St., NW, Washington, DC 20037

Unterrichtspraxis sa, mem. salary under $20,000-$20.00, salary over $20,000-$25.00, etc.; Reprint: UMI; 523 Bldg., Ste. 201, Rte. 38, Cherry Hill, NJ 08034

World Englishes ta, ind. $25.00, inst. $45.00; Pergamon Press, Inc., Fairview Park, Elmsford, NY 10523

(HE) HIGHER EDUCATION

George Washington University, One Dupont Circle, NW, Suite 630, Washington, DC 20036-1183

AAUP Bulletin see Academe

Academe (previously AAUP Bulletin) 6/yr, nonmem. $37.00, foreign $39.00; Reprint: UMI; American Assn. of University Professors, 1012 14th St., NW, Ste. 500, Washington, DC 20005

AGB Reports bm, mem. $40.00, nonmem. $65.00; Reprint: UMI; Assn. of Governing Boards of Univs. and Colleges, One Dupont Circle, Ste. 400, Washington, DC 20036

Alternative Higher Education: The Journal of Nontraditional Studies see Innovative Higher Education

American Journal of Dental Education m, $25.00 US and Canada, foreign $30.00; American Assn. of Dental Schools, 1619 Massachusetts Ave., NW, Washington, DC 20036

American Journal of Pharmaceutical Education 4/yr, $35.00, foreign $55.00; Reprint: UMI; 1426 Prince St., Alexandria, VA 22314

American Scholar q, $18.00, sc $5.00, foreign add $3.00; Reprint: UMI; Phi Beta Kappa, 1811 Q St., NW, Washington, DC 20009

Assessment and Evaluation in Higher Education (previously Assessment in Higher Education) ta, British Pounds 15.00, foreign British Pounds 20.00; Reprint: UMI; School of Education, University of Bath, Claverton Down, Bath BA2 7AY, England

Assessment in Higher Education see Assessment and Evaluation in Higher Education

Australian Journal of Education ta, $23.00 Australia, $26.00 overseas; Australian Council for Educational Research, P.O. Box 210, Hawthorn, Victoria 3122, Australia

Australian Universities' Review (previously Vestes) sa, Australian $15.00, plus $6.00 for airmail; Federation of Australian University Staff Association, 25 Palmerston Crescent, South Melbourne, Victoria 3205, Australia

Campus Activities Programming 9/yr, staff $30.00, stu $25.00; Reprint: UMI; National Association for Campus Activities, Box 6828, Columbia, SC 29260

Canadian Journal of Higher Education ta, $60.00, stu, $20.00; Reprint: UMI; Canadian Soc. for the Study of Higher Education, 4th Floor, 151 Slater, Ottawa, ON K1P 5H3, Canada

CASE Currents see Currents

CAUSE/EFFECT bm, $42.00, sc $7.00; Reprint: UMI; CAUSE, 737 29th St., Boulder, CO 80303

Change bm, $20.00, inst. $40.00, sc $7.00, outside US $7.00 more; Reprint: UMI & Pub., Educational Foundation, 4000 Albemarle St., Washington, DC 20016

Chronicle of Higher Education w, $50.00; 1255 23rd St., NW, Washington, DC 20037

College and University q, $14.00, sc $5.00; Reprint: UMI; American Assn. of Collegiate Registrars and Admissions Officers, One Dupont Circle, Ste. 330, Washington, DC 20036

College Board Review q, $16.00, foreign $20.00; Reprint: UMI; College Board Review, Box 080419, Great Kills Station, Staten Island, NY 10308

College Store Journal bm, $30.00; Reprint: UMI; Natl. Assn. of College Stores, Inc., 528 E. Lorrain St., Oberlin, OH 44074

College Teaching (previously Improving College and University Teaching) q, $35.00, foreign $41.00, sc $8.75; Reprint: UMI; Heldref Publications, 4000 Albemarle St., NW, Washington, DC 20016

CUPA Journal (previously Journal of the College and University Personnel Association) q, lib. $40.00, sc $10.00; Reprint: UMI; CUPA, 11 Dupont Circle, Ste. 120, Washington, DC 20036

Currents (previously CASE Currents) m except Aug. and Dec., mem. $20.00, nonmem. $50.00, foreign $70.00; Reprint: UMI; Publisher Services, Inc., 80 S. Early St., Alexandria, VA 22304

Educational Record q, $20.00, foreign $32.50, sc $7.50; Reprint: UMI; American Council on Education, One Dupont Circle, NW, Ste. 800, Washington, DC 20036

European Journal of Education q, $56.50, inst. $113.00, sc $31.00; Carfax Publishing Co., P.O. Box 25, Abingdon, Oxfordshire OX14 3UE, England

Higher Education bm, $55.50, inst. $153.00; Kluwer Academic Publishers Group, Distribution Center, P.O. Box 322, 3300 AH Dordrecht, The Netherlands

Higher Education in Europe q, $20.00; European Centre for Higher Education, 39 Stirbei Voda, R-70732 Bucharest, Romania, Published in English, French, and Russian editions.

Higher Education Review ta, $53.00, airmail $72.00; Reprint: UMI; Tyrrell Burgess Assoc., Ltd., 34 Sandilands, Croydon CRO 5DB, England

Improving College and University Teaching see College Teaching

Innovative Higher Education sa, $26.00, inst. $59.00; Reprint: UMI; Human Sciences Press, 72 Fifth Ave., New York, NY 10011

International Journal of Institutional Management in Higher Education q, $25.00; Reprint: UMI; Center for Educational Research and Innovation, Organization for Economic Cooperation and Development, IMHE Programme, OECD/CERI, 2 Rue Andre-Pascal, 75775 Paris Cedex 16, France

Journal of Architectural Education q, N. America $12.00, other $16.00, inst. $40.00, sc $4.00; Reprint: UMI; ACSA, 1735 New York Ave., NW, Washington, DC 20006

Journal of College and University Law q, $35.00. sc $9.50; Reprint: UMI; Journal Office, Natl. Assn. of College and University Attorneys, One Dupont Circle, Ste. 620, Washington, DC 20036

Journal of Dental Education m, nonmem. $50.00, mem. $25.00 US and Canada, foreign $60.00; American Assn. of Dental Schools, 1625 Massachusetts Ave., NW, Washington, DC 20036

Journal of Education for Social Work ta, mem. only; Reprint: UMI; Council on Social Work Education, 111 8th Ave., New York, NY 10011

Journal of Higher Education bm, $20.00, inst. $30.00, mem. $14.00, stu. $14.00, foreign add $5.50, sc $4.50; Reprint: UMI; Ohio State University Press, 1050 Carmacak Rd., Columbus, OH 43210

Journal of Legal Education q, $24.00, foreign $28.00, sc $10.00; Reprint: UMI; Business Manager, Journal of Legal Education, University of Iowa College of Law, Iowa City, IA 52242

Journal of Medical Education m, $30.00, stu. $25.00, foreign $40.00, sc $5.00, sc foreign $6.00; Latin America and Canada $30.00; Reprint: UMI; Assn. of American Medical Colleges, One Dupont Circle, NW, #200, Washington, DC 20036

Journal of Optometric Education q, $15.00, foreign $20.00; Reprint: UMI; Assn. of Schools and Colleges of Optometry, 6110 Executive Blvd., #514, Rockville, MD 20852

Journal of Social Work Education ta, mem. only; Reprint: UMI; Council on Social Work Education, 1744 R St., NW, Washington, DC 20010

Journal of Student Financial Aid ta, inst. $25.00; Reprint: UMI; NASFAA, 1776 Massachusetts Ave., Ste. 100, Washington, DC 20036

Journal of Tertiary Educational Administration q, Australia $15.00, others $20.00; Business Manager, Journal of Tertiary Educational Administration, P.O. Box 4046, University of Melbourne, Parkville, Victoria 3052, Australia

Journal of the College and University Personnel Association see CUPA Journal

Journal of the Society of Research Administrators q, North America $25.00, foreign $30.00, sc $6.00; Reprint: UMI; 1505 4th St., Ste. 203, Santa Monica, CA 90401

Liberal Education q, ind $30.00, inst $36.00; Reprint: UMI; Assn. of American Colleges, 1818 R St., Washington, DC 20009

NACADA Journal sa, $14.00, sc $7.50; Reprint: UMI; Natl. Academic Advising Assn., University of Washington, B-507 Padelford (GN-07), Seattle, WA 98195

National Forum: Phi Kappa Phi Journal (previously Phi Kappa Phi Journal) q, $10.00, sc $2.75; Reprint: UMI; Honor Society of Phi Kappa Phi, Box 16000, Louisiana State University, Baton Rouge, LA 70893

New Directions for Higher Education q, $36.00 with personal check only, inst. $48.00, sc 11.95, bulk discounts; Reprint: UMI; Jossey-Bass, Inc., 433 California St., San Francisco, CA 94104

New Directions for Institutional Research q, $36.00 with personal check only, inst. $48.00, sc $11.95, bulk discounts; Reprint: UMI; Jossey-Bass, Inc., 433 California St., San Francisco, CA 94104

New Directions for Teaching and Learning q, $36.00 with personal check only, inst. $48.00, sc $11.95, bulk discounts; Reprint: UMI; Jossey-Bass, Inc., 433 California St., San Francisco, CA 94104

Phi Kappa Phi Journal see National Forum: Phi Kappa Phi Journal

Planning for Higher Education bm, $40.00, $70.00 for 2 years; Reprint: UMI; 2026M School of Education Bldg., University of Michigan, Ann Arbor, MI 48109

Research in Higher Education q, ind. $50.00, inst. $100.00, sc $50.00; Reprint: UMI; Agathon Press, Inc., Fulfillment Dept., 49 Sheridan Ave., Albany, NY 12210

Review of Higher Education q, $40.00, sc $12.00; Reprint: UMI; Assn. for the Study of Higher Education, Dept. of Education Administration, Harrington Education Center, Texas A&M University, College Station, TX 77843

Studies in Higher Education 3/yr, inst. 95 British Pounds, ind. 29 British Pounds; Carfax Publishing Co., P.O. Box 25, Abingdon, Oxfordshire OX14 1RW, England

Teaching at a Distance sa, 18.00 British Pounds; Reprint: UMI; Subscription Dept., Longman Group, LTD., Westgate House, The High Harlow, Essex CM20 1NE, England

Thought and Action ba, nonmem. $30.00; National Education Association, 1201 16th St., NW, Washington, DC 20036

Vestes see Australian Universities' Review

(IR) INFORMATION RESOURCES

Syracuse University, School of Education, Huntington Hall, Room 030, 150 Marshall Street, Syracuse, NY 13244-2340

Academic Computing bm except July/August, $30.00; Academic Computing Publications, 200 W. Virginia, McKinney, TX 75069

American Journal of Distance Education ta, $18.00; Pennsylvania State University, School of Education: Rackley Building, University Park, PA 16802

American Libraries 11/yr, $40.00; Reprint: UMI; American Lib. Assn., 50 E. Huron St., Chicago, IL 60611

Audiovisual Instruction title changed to Instructional Innovator and subsequently to TechTrends; see TechTrends

Australian Library Journal q, $50.00/yr, sc $8.00; John Levett, editor, Library Association of Australia, 376 Jones St., Ultimo, New South Wales 2007, Australia

AV Communication Review see Educational Communication and Technology Journal

Behavioral & Social Sciences Librarian q, $30.00, inst. $60.00, lib. $52.00; plus postage and handling: $2.00 US orders, $7.00 Canadian orders (US currency or add current exchange), $10.00 foreign; The Haworth Press, 12 W. 32d St., New York, NY 10001.

Book Report 5/per school year, $30.00; Linworth Publishing Co., P.O. Box 43214, 5701 North High St., Ste. 1, Worthington, OH 43085

British Journal of Educational Psychology ta, 20 British Pounds, sc 7 British Pounds; Scottish Academic Press, 33 Montgomery St., Edinburgh EH7 5JX, Scotland

British Journal of Educational Technology ta, $45.00; Reprint: UMI; Council for Educational Technology, 3 Devonshire St., London W1N 2BA, England

Bulletin of the American Society for Information Science bm, $45.00 US, Canada, Mexico; $55.00 other; sc $9.00; 1424 16th St., NW, Ste. 404, Washington, DC 20036

Bulletin of the International Bureau of Education (previously Educational Documentation and Information) q, Franc 45, sc Franc 14; Reprint: UMI; UNIPUB, Box 199 1211 Geneva, 20 Switzerland

Canadian Journal of Educational Communication q, $40.00/yr; Assn. of Media and Technology in Education in Canada, 500 Victoria Rd., North Guelph, ON N1E 6K2, Canada

Canadian Library Journal bm, Canada nonmem. $25.00; US $40.00 (Canadian); Canadian international $35.00; Canadian Lib. Assn., 200 Elgin St., Ste. 602, Ottawa, ON K2P 1L5, Canada

Catholic Library World bm, $40.00; Reprint: UMI; Catholic Lib. Assn., 461 W. Lancaster Ave., Haverford, PA 19041

College and Research Libraries bm, $35.00, sc $7.50; Reprint: UMI; Assn. of College & Research Libraries, ALA, 50 E. Huron St., Chicago, IL 60611

Collegiate Microcomputer q, $28.00 USA, $36.00 non-USA, $60.00 non-USA airmail; Rose-Hulman Institute of Technology, Terre Haute, IN 47803

Computers and Education q, $143.00; Reprint: UMI; Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford, NY 10523

Computers in Human Behavior q, ind. $40.00; Reprint: UMI; Pergamon Press, Fairview Parkelmsford, NY 10523

Computers in the Schools q, ind. $24.00, inst. $30.00, lib. $40.00; The Haworth Press, Inc., Subscription Dept., 75 Griswold St., Binghamton, NY 13904

Computing Teacher 9/yr, $21.50; Internatl. Council for Computers in Education, University of Oregon, 1787 Agate St., Eugene, OR 97403

Curriculum Review bm, $35.00; Reprint: UMI; Curriculum Advisory Service, 517 S. Jefferson, Chicago, IL 60607

Database bm, $85.00; Online, Inc., 11 Tannery Ln., Weston, CT 06883

Distance Education sa, $20.00 Australia, other $30.00 (Australian currency); Darlington Downs Institute Press, Toowoomba, Queensland 4350, Australia

Education and Computing q, $104.00; Elsiever Science Publishers, 52 Vanderbilt Ave., New York, NY 10017

Education for Information q, Dfl 255.00/yr; Elsevier Science Publishers, P.O. Box 211, 1000 AE Amsterdam, The Netherlands

Education Libraries ta, $15.00, $20.00 non-USA; Reprint: UMI; Rider College Library, 2083 Lawrenceville Rd., Lawrenceville, NJ 08648

Educational Communication and Technology Journal (previously AV Communication Review) q, $24.00; Reprint: UMI; Assn. for Educational Communications and Technology, 1126 16th St., NW, Washington, DC 20036

ATTACHMENT 9
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Educational Documentation and Information see Bulletin of the International Bureau of Education

Educational Technology m. $89.00; Reprint: UMI; Educational Technology Publications, Inc., 720 Palisades Ave., Englewood Cliffs, NJ 07632

EDUCOM Bulletin Free to most educators; subscription price $20.00 per year; P.O. Box 364, Rosedale Rd., Princeton, NJ 08540

Electronic and Optical Publishing Review (previously Electronic Publishing Review) q. $68.00; Learned Information, Inc., 143 Old Marlton Pike, Medford, NJ 08055

Electronic Learning 8/yr. $23.95; Scholastic, Inc., 730 Broadway, New York, NY 10003-9358

Electronic Library 6/yr. $72.00; Learned Information, Inc., 143 Old Marlton Pike, Medford, NJ 08055

Electronic Publishing Review see Electronic and Optical Publishing Review

Emergency Librarian bm. $40.00; Reprint: UMI; Dyad Services, P.O. Box 46258 Sta. G, Vancouver, BC V6R 4G6, Canada

Government Information Quarterly q. inst. $75.00; JAI Press, Inc., 55 Old Post Rd., No. 2, P.O. Box 1678 Greenwich, CT 06835-1678

Illinois Libraries m; Illinois State University, Springfield, IL 62756

Information Development q. $80.00; Carfax Publishing Co., P.O. Box 25, Abingdon, Oxfordshire OX14 1UE England

Information Management Review q. U.S. and Canada $95.00, sc $26.00, foreign $105.00; Aspen Publishers Inc., 7201 McKinney Circle, Frederick, MD 27101

Information Processing and Management bm. $60.00 (ind. whose inst. subscribes), inst. $210.00; Pergamon Journals, Inc., Fairview Park, Elmsford, NY 10523

Information Services and Use 6/yr. $93.00; Elsiever Science Publishers, P.O. Box 211, 1000 AE, Amsterdam, The Netherlands

Information Technology and Libraries q. $35.00; Reprint: UMI; American Lib. Assn., Lib. and Information Technology Assoc., 50 E. Huron St., Chicago, IL 60611

Instructional Innovator see TechTrends

Instructional Science q. $95.00; Martinus Nijhoss Publishers, 101 Philip Dr., Assinippi Park, Norwell, MA 02061

International Library Review q. $124.00; Publications Expediting, Inc., 200 Meacham Ave., Elmont, NY 11003

Journal of Academic Librarianship bm. $43.00; Reprint: UMI; Business Office, P.O. Box 8330, Ann Arbor, MI 48107

Journal of Broadcasting see Journal of Broadcasting and Electronic Media

Journal of Broadcasting and Electronic Media (previously Journal of Broadcasting) q. $25.00, stu. $13.00; Reprint: UMI; Broadcast Education Assn., 1771 N St., NW, Washington, DC 20036

Journal of Computer Assisted Learning 3/yr. $24.50; R. Lewis, editor, Blackwell Scientific Publications, 52 Beacon St., Boston, MA 02108

Journal of Computer-Based Instruction q. $18.00, inst. $36.00; sc $9.00; Reprint: UMI; ADCIS Internatl. Headquarters, 409 Miller Hall, Western Washington University, Bellingham, WA 98225

Journal of Documentation q. British Pounds 50.00, overseas 65.00, mem. 35.00; ASLIB, 26/27 Boswell St., London WC1 3JZ, England

Journal of Education for Librarianship see Journal of Education for Library and Information Science

Journal of Education for Library and Information Science (previously Journal of Education for Librarianship) 5/yr. $30.00, sc $6.00; Reprint: UMI; 471 Park Ln., Assn. of American Lib. Schools, State College, PA 16803

Journal of Educational Computing Research q. $85.00/vol, $3.00 postage in US and Canada, $7.00 postage elsewhere; Robert H. Seidman, editor; Baywood Publishing Co. Inc., 120 Marine St., Farmingdale, NY 11735

Journal of Educational Technology Systems q. $78.00, inst. $66.00; Baywood Publishing Co., Inc., 120 Marine St., P.O. Box D, Farmingdale, NY 11735

Journal of Educational Television 3/yr. $70.00, sc $26.00; Carfax Publishing Co., P.O. Box 25, Abingdon, Oxfordshire, OX14 3UE, England

Journal of Instructional Development q. $24.00; Reprint: UMI; Assn. for Educational Communications and Technology, 1126 16th St., NW, Washington, DC 20036

Journal of Library Administration q. $90.00; Haworth Press, Inc., 75 Griswold St., Binghamton, NY 13904

Journal of the American Society for Information Science bm. nonmem. $120.00 plus postage and handling; Reprint: UMI; ASIS, 605 Third Ave., New York, NY 10158

Journal of Visual/Verbal Languaging sa. subscription comes with IVLA membership; Lida M. Cochran, 35 Olive Ct., Iowa City, IA 52240

Journal of Youth Services in Libraries q. $25.00, sc $7.00; Reprint: UMI; American Lib. Assn., 50 E. Huron St., Chicago, IL 60611

Library Administration & Management q. mem. $12.50, nonmem. $25.00, sc $7.50, foreign $35.00; ALA, 50 East Huron St., Chicago, IL 60611

Library and Information Science Research (previously Library Research) q. inst. $55.00, ind. $26.50; Ablex Publishing Corp., 355 Chestnut St., Norwood, NJ 07648

Library Hi Tech q. $55.00; Pierian Press, P.O. Box 1808, Ann Arbor, MI 48106

Library Journal 20/yr, US $69.00; Reprint: UMI; R. R. Bowker Co., 249 W. 17th St., New York, NY 10011

Library Quarterly q. inst. $30.00, student $16.00, sc $7.50; Reprint: UMI; University of Chicago Press, P.O. Box 37005, Chicago, IL 60637

Library Research see Library and Information Science Research

Library Resources and Technical Services q. $30.00, sc $7.50; Reprint: UMI; American Lib. Assn., 50 E. Huron St., Chicago, IL 60611

Library Software Review bm. $75.00, foreign add $7.00, sc $15.00; Meckler Publishing, 11 Ferry Lane West, Westport, CT 06880

Library Trends q. $30.00, sc $8.00; University of Illinois Press, Journals Dept., 54 E. Gregory Dr., Box 5081, Station A, Champaign, IL 61820

Machine-Mediated Learning q. ind. $28.00; Taylor & Francis, Publications Expediting, 200 Meacham Ave., Elmont, NY 11003

Media and Methods bm. $29.00, sc $6.00; American Society of Education, 1511 Walnut St., Philadelphia, PA 19102

Media in Education and Development q. $60.00; Publications Expediting, Inc., 200 Meacham Ave., Elmont, NY 11003

Microcomputers for Information Management q. inst. $68.50, ind. $29.50; Ablex Publishing Corp., 355 Chestnut St., Norwood, NJ 07648

Microform Review q. journal and microfiche copy $150.00, journal only $75.00, microfiche only $63.50, sc $18.00; Reprint: UMI; Meckler Publishing, 11 Ferry Lane West, Westport, CT 06880

NSPI Journal see Performance and Instruction

Online bm. $85.00; Reprint: UMI; Online, Inc., 11 Tannery Ln., Weston, CT 06883

Online Review bm. $78.00; Learned Information, Inc., 143 Old Marlton Pike, Medford, NJ 08055

Optical Information/Information Systems see Optical Information Systems

Optical Information Systems bm. $95.00, add $7.00 foreign, sc $15.00; Meckler Publishing, 11 Ferry West Lane, Westport, CT 06880; outside US: Meckler Publishing, 3 Henrietta St., London WC2E 8LU, England

Performance and Instruction (previously NSPI Journal) 10/yr. $50.00; Reprint: UMI; Natl. Soc. for Performance and Instruction, 1126 16th St., NW, Ste. 214, Washington, DC 20036

Programmed Learning and Educational Technology q. British Pounds 28.00, sc 9.00; Reprint: UMI; Kogan Page, Ltd., 120 Pentonville Rd., London N1 9JN, England

Public Libraries q. mem. $12.50, nonmem. $25.00; American Library Assn., 50 E. Huron St., Chicago, IL 60611

Research Strategies q. $35.00, foreign add $4.00; Mountainside Publishing, Inc., Business Office, P.O. Box 8330, Ann Arbor, MI 48107

RQ q. $25.00, sc $8.00; Reprint: UMI; American Lib. Assn., Reference and Adult Services Div., 50 E. Huron St., Chicago, IL 60611

RSR Reference Services Review q. $55.00, sc $17.00, foreign $65.00; Pierian Press, 5000 Washtenaw Ave., Ann Arbor, MI 48108

School Library Journal 10/yr. $56.00; Reprint: UMI; R. R. Bowker Co., P.O. Box 1978, Marion, OH 43305-1978

School Library Media Activities Monthly m. $40.00; LMS Associates, 17 E. Henrietta St., Baltimore, MD 21230

School Library Media Quarterly q. $30.00, sc $8.00; Reprint: UMI; American Assn. of School Librarians, American Lib. Assn., 50 E. Huron St., Chicago, IL 60611

Simulation and Games q. $32.00, add $6.00 for subscriptions outside US; Reprint: UMI; Sage Publications, Inc., 2111 W. Hillcrest Dr., Newbury Park, CA 91320

Simulation/Games for Learning q. overseas, British Pounds 13.00, sc 3.50 Reprint: UMI; The Secretary, SAGSET Centre for Extension Studies, University of Technology, Loughborough, Leics LE11 3TU, England

BEST COPY AVAILABLE

Special Libraries q, $48.00, sc $9.00; Reprint: UMI; SLA Circulation Dept., 1700 18th St., NW, Washington, DC 20009

TechTrends (previously Instructional Innovator) 6/yr, $24.00; Reprint: UMI; Assn. for Educational Communications and Technology, 1126 16th St., NW, Washington, DC 20036

Top of the News see Journal of Youth Services in Libraries

Videodisc and Optical Disk title changed to Optical Information/Information Systems and subsequently to Optical Information Systems

Videodisc/Videotext title changed to Videodisc and Optical Disc, subsequently changed to Optical Information/Information Systems, and ultimately changed to Optical Information Systems; see Optical Information Systems

Wilson Library Bulletin 10/yr, US and Canada $38.00, US and Canada; Reprint: UMI; H. W. Wilson Co., 950 University Ave., Bronx, NY 10452

(JC) JUNIOR COLLEGES

University of California at Los Angeles (UCLA), Mathematical Sciences Building, Room 8118, 405 Hilgard Avenue, Los Angeles, CA 90024-1564

Community and Junior College Journal see Community, Technical, and Junior College Journal

Community & Junior College Libraries q, ind. 37.80, inst. $56.70, ind. sc $10.25, inst. sc $13.46 (add $2.00 for postage and handling within the US; $7.00 for Mexican/Canadian orders; and $10.00 for foreign orders); Subscription Department, The Haworth Press, Inc., 12 West 32d St., New York, NY 10001

Community College Review q, $28.00, Canada $30.00, Foreign $32.00, sc $4.00; Reprint: UMI; Dept. of Adult and Community College Education, School of Education, Box 7801, North Carolina State University, Raleigh, NC 27650

Community, Technical, and Junior College Journal (previously Community and Junior College Journal) 6/yr, $18.00, sc $3.00; Reprint: UMI; Community, Technical, and Junior College Journal, 80 S. Early St., Alexandria, VA 22304

Community/Junior College Quarterly of Research and Practice (previously Community/Junior College Research Quarterly) q, $39.00, inst. $69.00; Reprint: UMI; Hemisphere Publishing Corp., Community/Junior College Quarterly of Research and Practice, 79 Madison Ave., Ste. 1110, New York, NY 10016

Community/Junior College Research Quarterly see Community/Junior College Quarterly of Research and Practice

Community Review sa, $6.50/yr, $12.00/2 yrs, sc $10.00; Community Review, Dept. 8010, Transaction Periodical Consortium, Rutgers University, New Brunswick, NJ 08903

Community Services Catalyst q, $20.00, foreign $25.00, sc $5.00, College of Education, Virginia Polytechnic Institute and State University, Blacksburg, VA 24061

Journal of Developmental & Remedial Education see Journal of Developmental Education

Journal of Developmental Education (previously Journal of Developmental & Remedial Education) ta, $14.00, inst. $22.00, sc $6.00; Reprint: UMI; National Center for Developmental Education, Reich College of Education, Appalachian State University, Boone, NC 28608

Journal of Educational Thought ta, $22.00, sc $9.00, inst. $27.00; Reprint: UMI; Faculty of Education, The University of Calgary, 2500 University Dr., NW, Calgary, AB T2N 1N4, Canada

Journal of General Education q, $20.00, inst. $28.00, sc $8.00; Reprint: UMI; Pennsylvania State University Press, 215 Wagner Bldg., University Park, PA 16802

Momentum q, $18.00, sc $5.00; Reprint: UMI; Natl. Catholic Educational Assn., Ste. 100, 1077 30th St., NW, Washington, DC 20007

New Directions for Community Colleges q, $45.00, inst. $60.00, sc $14.95; Reprint: UMI; Jossey-Bass, Inc., 350 Sansome St., San Francisco, CA 94104

North Central Association Quarterly q, $15.00, sc $1.75, summer $3.25; Reprint: UMI; North Central Assn. of Colleges and Schools, 1540 30th St., P.O. Box 18, Boulder, CO 80306

(PS) ELEMENTARY AND EARLY CHILDHOOD EDUCATION

University of Illinois, College of Education, 805 W. Pennsylvania Avenue, Urbana, IL 61801-4897

Australian Journal of Early Childhood q, $10.00; Reprint: UMI; Journal Committee of the Australian Pre-School Assn., Inc., University Ave., Canberra City, A.C.T. 2601, Australia

Child Care Information Exchange bm, $35.00; Roger Neugebauer, editor, 17916 NE 103rd Ct., Redmond, WA 98052

Child Care Quarterly q, $35.00; Reprint: UMI; Human Sciences Press, 72 5th Ave., New York, NY 10011

Child Development bm, $105.00; Reprint: UMI; University of Chicago Press, Journals Div., P.O. Box 37005, Chicago, IL 60637

Child Study Journal q, $32.00; Reprint: UMI; Editor, Bacon Hall, 312-J, Dept. of Behavioral and Humanistic Studies, SUNY College at Buffalo, 1300 Elmwood Ave., Buffalo, NY 14222

Child Welfare bm, $40.00; Reprint: UMI; Child Welfare League of America, Inc., 440 First St., NW, Washington, DC 20001-2085

Childhood Education 5/yr, $45.00; Reprint: UMI; Assn. for Childhood Education International, 11141 Georgia Ave., Ste. 200, Wheaton, MD 20902

Children Today bm, $16.00; Editor, OHDS Office of Public Affairs, Rm. 356 G, 200 Independence Ave., SW, Washington, DC 20201

Day Care and Early Education q, $49.00; Reprint: UMI; Human Science Press, 72 5th Ave., New York, NY 10011

Developmental Psychology q, $140.00; Reprint: UMI; Subscription Section, APA, 1400 N. Uhle St., Arlington, VA 22201

Early Childhood Research Quarterly q, $65.00; Ablex Publishing Corp., 355 Chestnut St., Norwood, NJ 07645

Education 3-13 sa, British Pounds 3.00; Reprint: UMI; Studies in Education Ltd., Driffield Rd., Nafferton, Driffield, N. Humberside Y025 0JI, England

Elementary School Journal 5/yr, $39.00; Reprint: UMI; Walter J. Johnson, Inc., 355 Chestnut St., Norwood, NJ 07648

Elements: Translating Theory into Practice 8/yr, $4.00; Dept. of Elementary Education, University of Alberta, Edmonton, AB T6G 2G5, Canada

International Journal of Behavioral Development q, $47.00; North-Holland Publishing Co., P.O. Box 211, 1000 AE, Amsterdam, The Netherlands

International Journal of Early Childhood sa, $79.00, plus $8.00 postage to institutes overseas; Reprint: UMI; Lawrence Erlbaum Associates Ltd., c/o The Distribution Centre, Blackhorse Rd., Letchworth, Herts S66 1HN, Ireland

Journal of Experimental Child Psychology bm, $210.00; Reprint: UMI; Academic Press, 1 E. First St., Duluth, MN 55802

Journal of Research in Childhood Education ba, $20.00; ACEI, Subscription Dept., Association for Childhood Education International, Dept. AE, 11141 Georgia Ave., Ste. 200, Wheaton, MD 20902

Merrill-Palmer Quarterly q, $50.00; Reprint: UMI; Wayne State University Press, 5959 Woodward, Detroit, MI 48202

Monographs of the Society for Research in Child Development bm, $50.00; Reprint: UMI; University of Chicago Press, Journals Division, P.O. Box 37005, Chicago, IL 60637

New Directions for Child Development q, $52.00; Subscription Dept., Jossey-Bass, Inc., 433 California St., San Francisco, CA 94104

Young Children bm, $25.00; Reprint: UMI; Natl. Assn. for the Education of Young Children, 1834 Connecticut Ave., NW, Washington, DC 20009

(RC) RURAL EDUCATION AND SMALL SCHOOLS

Appalachia Educational Laboratory, 1031 Quarrier Street, P.O. Box 1348, Charleston, WV 25325

American Indian and Alaska Native Mental Health Research ta, $35.00; National Center for American Indian and Alaska Native Mental Health Research, University of Colorado Health Sciences Center, Dept. of Psychiatry, 4200 East Ninth Ave., Denver, CO 80262

American Indian Culture and Research Journal q, foreign ind. $21.00, foreign inst. $31.00, ind. $20.00, inst. $30.00, sc $5.00; Reprint: UMI; American Indian Studies Center, UCLA, 3220 Campbell Hall, 405 Hilgard Ave., Los Angeles, CA 90024

American Indian Quarterly q, ind. $25.00, inst. $40.00, sc $9.00; Reprint: UMI; American Indian Quarterly, Native American Studies Program, University of California, 3415 Dwinelle Hall, Berkeley, CA 94720

Appalachia q, free; Reprint: UMI; Appalachian Regional Commission, 1666 Connecticut Ave., NW, Washington, DC 20235

Appalachian Journal q, $10.00; Appalachian State University, Boone, NC 28608

Aztlan—International Journal of Chicano Studies Research ba. ind. $15.00, inst. $20.00; Reprint: UMI; Chicano Studies Center Publications, University of California, 405 Hilgard Ave., Los Angeles, CA 90024

Camping Magazine 7/yr. included with mem., nonmem. ind. $17.50, sc $2.50; Reprint: UMI; American Camping Assn., Bradford Woods, 5000 State Rd. 67 North, Martinsville, IN 46151-7902

Canadian Journal of Native Education q. $5.00, sc $1.50; Dept. of Educational Foundations, 5-109 Education North, University of Alberta, Edmonton, AB T6G 2G5, Canada

Communicator see Outdoor Communicator

Comparative Education ta. $43.00; Carfax Publishing Co., P.O. Box 25, Abingdon, Oxfordshire OX14 1RW, England

Comparative Education Review q. ind. $28.00, inst. $53.00, stu. $17.00, sc ind. $7.00, sc inst. $13.25; Reprint: UMI; University of Chicago Press, Journals Division, P.O. Box 37005, Chicago, IL 60637

Education q. ind. $14.00, inst. $18.00, foreign $18.00; Reprint: UMI; 1362 Santa Cruz Court, Chula Vista, CA 92010

Education Canada q. included with mem., nonmem. ind. $17.00, sc $4.50; Reprint: UMI; Canadian Education Assn., 252 Bloor St., W., Toronto, ON M5S 1V5, Canada

Hands On q. $5.00; Foxfire Fund, Inc., Rabun Gap, GA 30568

Hispanic Journal of Behavioral Sciences q. $24.00, foreign $26.00, sc $8.00; Reprint: UMI; Spanish Speaking Mental Health Research Center, Franz Hall, University of California, Los Angeles, CA 90024

Human Services in the Rural Environment q. ind. $20.00, inst. $30.00; Reprint: UMI; Eastern Washington University, Inland Empire School of Social Work and Human Services, Cheney, WA 99004

Journal of American Indian Education ta. $14.00, foreign $16.50; Reprint: UMI; Center for Indian Education, College of Education, Arizona State University, Tempe, AZ 85281

Journal of Experiential Education ta. $18.00; Assn. for Experiential Education, P.O. Box 249-CU, Boulder, CO 80309

Journal of Outdoor Education a. free; Editor, Box 299, Oregon, IL 61061

Journal of Rural and Small Schools ta. mem. free, nonmem. $18.00; National Rural and Small Schools Consortium, Miller Hall 359, Western Washington University, Bellingham, WA 98225

Journal of Rural Community Psychology sa. ind. $20.00, inst. $30.00; California School of Professional Psychology-Fresno, 1350 M St., Fresno, CA 93721

Journal of Rural Studies q. $125.00; Reprint: UMI; Pergamon Press, Inc., Journals Devision, Maxwell House, Fairview Park, Elmsford, NY 10523

NABE: The Journal for the National Association for Bilingual Education ta. $10.00; NABE Headquarters, 1201 16th St., Washington, DC 20036

Outdoor Communicator (previously Communicator) sa. $15.00; Reprint: UMI; NYSOEA, 196 Morton Ave., Albany, NY 12202

Research in Rural Education ta. ind. $15.00, inst. and lib. $40.00, stu. $10.00; College of Education, University of Maine-Orono, Orono, ME 04469

Rural Development Perspectives ta. $9.00; foreign $11.25; USDA/ERS, P.O. Box 1608, Rockville, MD 20850 or Supt. of Documents, US Government Printing Office, Washington, DC 20402

Rural Educator ta. included with mem., ind. $55.00, lib. $30.00; Reprint: UMI; Dept. of Education, Colorado State University, Fort Collins, CO 80523

Rural Sociologist bm. included with mem., nonmem. ind. $18.00; Rural Sociological Society, Dept. of Sociology, Montana State University, Bozeman, MT 59717

Rural Sociology q. $48.00; Reprint: UMI; The Rural Sociological Society, Dept. of Sociology, Wilson Hall, Montana State University, Bozeman, MT 59717

Rural Special Education Quarterly q. included with mem., lib. $50.00; National Rural Development Institute, Miller Hall 359, Western Washington University, Bellingham, WA 98225

Scottish Educational Review sa. mem. British Pounds 12, nonmem. British Pounds 15, stu. mem. British Pounds 8, sc British Pounds 8; Scottish Academic Press, Ltd., 33 Montgomery St., Edinburgh EH7 5JX, Scotland

Social Forces q. ind. $19.00, inst. $30.00; Reprint: UMI; University of North Carolina Press, Box 2288, Chapel Hill, NC 27514

WICAZO SA Review sa. ind. $8.00, inst. $15.00; Indian Studies Dept. MS 188, Eastern Washington University, Cheney, WA 99004

Winds of Change q. $12.00, foreign $16.00; AISES Publishing, Inc., 1085 14th St., Ste. 1506, Boulder, CO 80302

(SE) SCIENCE, MATHEMATICS, AND ENVIRONMENTAL EDUCATION

Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212-1792

AAPT Announcer q. $4.80; AAPT Executive Office, Graduate Physics Bldg., SUNY—Stony Brook, Stony Brook, NY 11794

American Biology Teacher 9/yr. $30.00; Reprint: UMI; Natl. Assn. for Biology Teachers, 11250 Roger Bacon Dr., Reston, VA 22090

Analytical Chemistry m. $38.00; American Chemical Soc., 1155 16th St., NW, Washington, DC 20036

Arithmetic Teacher 8/yr. $40.00; Reprint: UMI; Natl. Council of Teachers of Mathematics, 1906 Association Dr., Reston, VA 22091

Australian Mathematics Teacher q. $13.67, P.O. Box 199, Kensington, New South Wales 2033, Australia

Bulletin of the Atomic Scientists 10/yr. $25.00; Reprint: UMI; 1020-24 E. 58th St., Chicago, IL 60637

Chemical and Engineering News w. $49.00; American Chemical Soc., 1155 16th St., NW, Washington, DC 20036

Chemical Engineering Education q. $15.00; Reprint: UMI; Chemical Engineering Dept., University of Florida, Gainesville, FL 32611

Children and Animals q. $10.00; National Association for the Advancement of Humane Education, Norma Terris Humane Education Center, Box 362, East Haddam, CT 06423

Classroom Computer Learning $19.95/yr; Reprint: UMI; Classroom Computer Learning, 2451 E. River Rd., Dayton, OH 45438-1597

College Mathematics Journal q. $24.00; Mathematical Assn. of America, 1529 18th St., NW, Washington, DC 20036

Current: Journal of Marine Education $15.00/year; Natl. Marine Education Assn., College Education, University of Delaware, Newark, DE 19711

Educational Studies in Mathematics q. $60.00; D. Reidel Publishing Co., 419-421 Singel, Box 17, Dordrecht, The Netherlands

Engineering Education 8/yr. $22.50, sc $2.50; Reprint: UMI; American Soc. for Engineering Education, One Dupont Circle, Ste. 400, Washington, DC 20036

Environmental Education and Information q. $75.00, sc $21.00; Environment Institute, Greaves School, Bolton Rd., Swinton Manchester M27 2UX, United Kingdom

European Journal of Engineering Education $80.00; Carfax Publishing Co., P.O. Box 25, Abingdon, Oxfordshire OX14 3UE, England

European Journal of Science Education q. $50.00; Taylor and Francis, Ltd., 10-14 Macklin St., London WC2B 5NF, England

Focus on Learning Problems in Mathematics q. mem. $18.00; The Center for Teaching/Learning of Mathematics, P.O. Box 3149, Framingham, MA 01701

For the Learning of Mathematics—An International Journal of Mathematics Education FLM Publishing Assn., 1625 de Maisonneuve Blvd., Ste. 1611, Montreal, PQ H3H 2N4, Canada

Impact of Science on Society q. $45.00; Taylor and Francis Inc., 242 Cherry St., Philadelphia, PA 19106-1906

InCider m. U.S. $24.97/1 yr., $38.00/2 yr., $53.00/3 yr., Canada $47.97, Mexico $29.97, foreign $44.97; Wayne Green, Inc., P.O. Box 911, Farmingdale, NY 11737

International Journal of Mathematical Education in Science and Technology q. $90.00; Taylor and Francis, Ltd., 10-14 Macklin St., London WC2B 5NF, England

Issues in Science and Technology $48.00; National Academy of Sciences, 2101 Constitution Ave., Washington, DC 20418

Journal for Research in Mathematics Education q. $17.00; Reprint: UMI; Natl. Council of Teachers of Mathematics, 1906 Association Dr., Reston, VA 20091

Journal of Agronomic Education (JAE) sa. mem. $8.00, nonmem. $10.00, outside U.S. add $2.00; American Society of Agronomy, 677 South Segoe Rd., Madison, WI 53711

Journal of Biological Education q. $42.00; The Institute of Biology, 41 Queen's Gate, London SW7 5HU, England

Journal of Chemical Education m. $46.00; 20th and N. Hampton Sts., Easton, PA 18042

Journal of College Science Teaching 5/yr. $42.00; Reprint: UMI; Natl. Science Teachers Assn., 1742 Connecticut Ave, NW, Washington, DC 20009

ATTACHMENT 9
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Journal of Computers in Mathematics and Science Teaching q, mem. $18.00, sc $2.50; P.O. Box 4455, Austin, TX 78765

Journal of Environmental Education q, $25.00, sc $3.00; Reprint: UMI; Heldref Publications, 4000 Albemarle St., NW, Ste. 504, Washington, DC 20016

Journal of Environmental Health bm, $35.00; Reprint: UMI; Natl. Environmental Health Assn., 720 South Colorado Blvd., S. Tower #970, Denver, CO 80222

Journal of Geological Education 5/yr, $28.00; Reprint: UMI; Natl. Assn. of Geology Teachers, Inc., c/o Allen Press, Inc., P.O. Box 368, Lawrence, KS 66044

Journal of Research in Science Teaching bm, $45.00; Reprint UMI; Wiley-Interscience, Div. of John Wiley and Sons, Inc., 605 3d Ave., New York, NY 10158

Journal of Science and Mathematics Education in Southeast Asia sa, $13.00; SEAMEO-RECSAM, Glugor, Penang, Malaysia

Mathematics and Computer Education ta, $25.00; Reprint: UMI; Nassau Community College, Dept. of Mathematics and Computer Science, Garden City, NY 11530

Mathematics in School bm, $19.00; Reprint: UMI; Longman Group, Ltd., 43/45 Annandale St., Edinburgh EH7 4AT, Scotland

Mathematics Teacher 8/yr, $40.00; Reprint: UMI; Natl. Council of Teachers of Mathematics, 1906 Association Dr., Reston, VA 22091

Mathematics Teaching q, $36.50; Assn. of Teachers of Mathematics, King Chambers, Queen St., Derby DE1 3DA, England

Nature Study q, $15.00; Reprint: UMI; American Nature Study Soc., John A. Gustafson, Treas., R&D #1, Homer, NY 13077

NatureScope $18.00; National Wildlife Federation, 1412 16th St., NW, Washington, DC 20036-2266

New Journalism Quarterly q; Reprint: UMI; Name Association for Education in Journalism and Mass Communication, 1621 College St., University of South Carolina, Columbia, SC 29208-0251

OECD Observer $11.00; Reprint: UMI; 2001 L Street, NW, Ste. 700, Washington, DC 20036

Personal Computing $11.97; P.O. Box 54870, Boulder, CO 80321-4870

Physics Education 7/yr, $65.00; AIP, 335 E. 45th St., New York, NY 10017

Physics Teacher 9/yr, $46.00; Reprint: UMI; American Assn. of Physics Teachers, Graduate Physics Bldg., SUNY, Stony Brook, NY 11794

Physiologist bm, $20.00; Reprint: UMI; American Physiological Soc., 9650 Rockville Pike, Bethesda, MD 20814

Physiology Teacher see Physiologist

Research in Science and Technological Education Carfax Publishing Co., P.O. Box 7-356, West Hartford, CT 06107

School Science and Mathematics 8/yr, ind. $19.00, inst. $23.00; Reprint: UMI; School Science and Mathematics Assn., 126 Life Science Bldg., Bowling Green State University, Bowling Green, OH 43403-0256

School Science Review q, $40.00; Reprint: UMI; Assn. for Science Education, College Ln., Hatfield, Hertfordshire, AL10 9AA England

Science w, $65.00; Reprint: UMI; American Assn. for the Advancement of Science, 1515 Massachusetts Ave., NW, Washington, DC 20005

Science Activities bm, $20.00; Reprint: UMI; Heldref Publications, 4000 Albemarle St., NW, Ste. 512, Washington, DC 20016

Science and Children 8/yr, $20.00, sc $1.00; Reprint: UMI; Natl. Science Teachers Assn., 1742 Connecticut Ave., NW, Washington, DC 20009

Science Education q, $35.00; Reprint: UMI; John Wiley and Sons, Inc., 605 3d Ave., New York, NY 10016

Science News w, $29.50; Reprint: UMI; 231 W. Center St., Marion, OH 43202

Science Teacher 9/yr, $28.00; Reprint: UMI; Natl. Science Teachers Assn., 1742 Connecticut Ave., NW, Washington, DC 20009

Scientific American m, $24.00; P.O. Box 901, Farmingdale, NY 11737-0901

Technological Horizons in Education bm, $15.00; Reprint: UMI; Information Synergy, Inc., 2626 S. Pullman, Santa Ana, CA 92705

(SO) SOCIAL STUDIES/SOCIAL SCIENCE EDUCATION
Indiana University, Social Studies Development Center, 2805 East 10th Street, Bloomington, IN 47405-2373

American Behavioral Scientist bm, inst. $66.00, ind. $28.00; Reprint: UMI; Sage Publications, Inc., 275 S. Beverly Dr., Beverly Hills, CA 90212

American Historical Review 5/yr; Reprint: UMI; American Historical Association, 400 A St., SE, Washington, DC 20003

American Journal of Sociology bm, $30.00, A.S.A. mem $25.00, inst. $55.00, stu. $25.00, Reprint: UMI; University of Chicago Press, Journals Division, P.O. Box 37005, Chicago, IL 60637

American Sociologist q; Reprint: UMI; Dept. 4010, Transaction Periodicals Consortium, Rutgers University, New Brunswick, NJ 08903

Art Education bm, yearly dues $16.50, sc $9.00; Reprint: UMI; Natl. Art Education Assn., 1916 Association Dr., Reston, VA 22091

British Journal of Educational Research ta; Carfax Publishing Company, P.O. Box 25, Abingdon, Oxfordshire OX14 3UE, England

Bulletin of the Council for Research in Music Education q; Council for Research in Music Education, School of Music, University of Illinois, 1205 W. California, Urbana, IL 61801

California Council for the Social Studies Review see Social Studies Review

Chinese Education: A Journal of Translations q, $41.00, inst. $158.00; Reprint: UMI; M. E. Sharpe, Inc., 80 Business Park Dr., Armonk, NY 10504

Chinese University Education Journal sa; School of Education, Chinese University of Hong Kong, Shatin, N.T. Hong Kong

Computers and the Humanities q; Reprint: UMI; Paradigm Press, Inc., 4370 S. Tamiami Trail, Sarasota Co., FL 33581

Counciler a; Illinois Council for the Social Studies, Curriculum, Instruction & Media, Southern Illinois University, Carbondale, IL 62901

Design for Arts in Education 6/yr; Reprint: UMI; Heidref Publications, 4000 Albemarle St., NW, Washington, DC 20016

Economics q, $18.00; Economics Assn., The Administrative Officer, Maxwelton House, 41-3 Boltro Rd., Haywards Heath, West Sussex RH16 1BJ, England

Educational Psychology: An International Journal of Experimental Educational Psychology Carfax Publishing Company, P.O. Box 25, Abingdon, Oxfordshire OX14 3UE, United Kingdom

Educational Studies 3/yr, $120.00, sc $38.50; Carfax Publishing Co., Box 25, Abingdon, Oxfordshire OX14 3UE, England

Educational Studies: A Journal in the Foundations of Education q, $12.50, inst. $21.00; Reprint: UMI; College of Education, University of Florida, Gainesville, FL 32611

Geographical Education a; Business Manager, Brisbane College of Advanced Education, Kelvin Grove Campus, Kelvin Grove, Queensland 4122, Australia

Georgia Social Science Journal ta, $5.00; Reprint: UMI; Dudley Hall, University of Georgia, Athens, GA 30602

Historical Methods q; Reprint: UMI; 4000 Albemarle St., NW, Washington, DC 20016

History and Social Science Teacher q, inst. $16.00, ind. $13.00 Reprint: UMI; Grolier Limited, Subscription Secretary, 16 Overlea Blvd., Toronto, ON M4H 1A6, Canada

History Microcomputer Review sa; Department of History, Pittsburg State University, Pittsburg, Kansas 66762

History of Education q; 242 Cherry St., Philadelphia, PA 19106-1906

History of Education Quarterly q, inst. $39.00, ind. $20.00; Reprint: UMI; School of Education, Indiana University, Bloomington, IN 47405

History of Education: The Journal of the History of Education Society see History of Education

History Teacher q, $15.00, inst. $20.00, stu. $10.00, mem. free; Reprint: UMI; California State University, Dept. of History, 1250 Bellflower Blvd., Long Beach, CA 90840

Indiana Social Studies Quarterly see International Journal of Social Education

Intercollegiate Review 2-4/yr; Reprint: UMI; Intercollegiate Studies Institute, Inc., 14 S. Bryn Mawr Ave., Bryn Mawr, PA 19010

International Journal of Oral History ta, $40.00, sc $15.00; Reprint: UMI; Dept. VV, P.O. Box 3000, Denville, NJ 07834

International Journal of Social Education ta; Reprint: UMI; Department of History, Ball State University, Muncie, IN 47306

International Social Science Journal q, $30.00, sc $5.00; Reprint: UMI; Basil Blackwell, Ltd., 108 Crowley Rd., Oxford OX4 1JF, England

International Studies Notes ta; International Studies Association, Vice President for Academic Affairs, Bemidji State University, Bemidji, MN 56601

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International Understanding at School sa. free; Reprint: UMI; UNESCO, Section of Education for Intl. Cooperation and Peace, 7 Pl. de Fontenoy, 75700 Paris, France

Journal of Aesthetic Education q. $15.00, inst. $25.00; Reprint: UMI; Subscription Dept., University of Illinois Press, 54 E. Gregory Dr., Box 5081, Station A, Champaign, IL 61820

Journal of American History q; Reprint: UMI; Organization of American Historians, 112 N. Bryan St., Bloomington, IN 47401

Journal of Applied Philosophy sa; Carfax Publishing Company, P.O. Box 25, Abingdon, Oxfordshire OX14 3UE, England

Journal of Art and Design Education ta; Carfax Publishing Co., P.O. Box 25, Abingdon, Oxfordshire OX14 3UE, England

Journal of Curriculum Studies bm, $45.00, inst. $90.00; Taylor and Francis, Ltd., 4 John St., London WC1N 2ET, England

Journal of Economic Education q, $13.00, sc $6.50; Reprint: UMI; Heldref Publications, 4000 Albemarle St., NW, Washington, DC 20016

Journal of Geography bm, $23.00, inst. $30.00; Reprint: UMI; National Council for Geographic Education, c/o James W. Vining, NCGE Central Office, Western Illinois University, Macomb, IL 61455

Journal of Geography in Higher Education sa, $95.00, sc $46.00; Carfax Publishing Co., Box 25, Abingdon, Oxfordshire OX14 3UE, England

Journal of Moral Education 3/yr, $40.00; Carfax Publishing Co., P.O. Box 25, Abingdon, Oxon OX14 1RL, England

Journal of Research in Music Education q, mem. $8.00, inst. $15.00, foreign $13.00; Reprint: UMI; Music Educators National Conference, 1902 Association Dr., Reston, VA 22091

Journal of Social Psychology 6/yr; Heldref Publications, 4000 Albemarle St., NW, Washington, DC 20016

Journal of Social Studies Research sa, $3.00; Reprint: UMI; Dept. of Social Science Education, 104 Dudley Hall, University of Georgia, Athens, GA 30602

Journal of the Middle States Council for the Social Studies a; School of Education, Rider College, P.O. Box 6400, Lawrenceville, NJ 08648

Kenya Journal of Education a; Publications Officer, Bureau of Educational Research, Kenyatta University, P.O. Box 43844, Nairobi, Kenya

Louisiana Social Studies Journal a; Department of Curriculum and Instruction, University of New Orleans, New Orleans, LA 70148

Michigan Social Studies Journal sa; Michigan Council for the Social Studies, Warren Consolidated Schools, South Center, 4801 Martin Rd., Warren, MI 48092

Moral Education Forum q; 1580 Massachusetts Ave., #8A, Cambridge, MA 02138

Music Educators Journal 9/yr, mem. $4.00, inst. $25.00; Reprint: UMI; Music Educator's Natl. Conference, Center for Educational Assns., 1902 Association Dr., Reston, VA 22091

National Art Education Association News 6/yr; National Art Education Association, 1916 Association Dr., Reston, VA 22091

Network News Exchange q; Society for History Education, California State University at Long Beach, Long Beach, CA 90840

New England Social Studies Bulletin sa, $5.00; Reprint: UMI; New England History Teachers Assn., Bentley College, Waltham, MA 02254

New Zealand Journal of Geography sa; New Zealand Geographical Society, Department of Geography, University of Canterbury, Christ Church 1, New Zealand

OAH Magazine of History q, mem $10.00, nonmem $12.50, inst $25.00; Organization of American Historians, 112 N. Bryan, Bloomington, IN 47401

OCSS Review a; Ohio Council for the Social Studies, Cleveland State University, Department of History, Cleveland, OH 44115

Oxford Review of Education ta, $106.00, sc $34.00; Carfax Publishing Co., Box 25, Abingdon, Oxfordshire OX14 3UE, England

Paedagogica Historica sa, $18.00; University of Ghent, Center for the Study of the History of Education, A. Baertsoenkaai 3, B-9000 Ghent, Belgium

Political Science Teacher q, membership includes subscription; Reprint: UMI; American Political Science Association, 1527 New Hampshire Ave., NW, Washington, DC 20036

Prospects q, $19.00; Reprint: UMI; UNESCO, 7 Pl. de Fontenoy, 75700 Paris, France

Religious Education q; Reprint: UMI; 409 Prospect St., New Haven, CT 06511-2177

School Arts 9/yr, $15.00; Reprint: UMI; Davis Publications, Inc., 50 Portland St., Worcester, MA 01608

Social Education 7/yr, $43.00, N.C.S.S. mem. free; Reprint: UMI; Natl. Council for the Social Studies, 3501 Newark Ave., NW, Washington, DC 20016

Social Science Computer Review q; Duke University Press, Books and Journals, 6697 College Station, Durham, NC 27708

Social Science Quarterly q, $20.00, inst. $36.00; Reprint: UMI; University of Texas Press, Journals Dept., Box 7819, Austin, TX 78713

Social Science Record ta, $12.00, inst. $15.00; Reprint: UMI; NYSCSS, P.O. Box 131, Glen Head, NY 11545

Social Studies bm, $25.00; Reprint: UMI; Heldref Publications, 4000 Albemarle St., NW, Washington, DC 20016

Social Studies Journal a, $10.00, inst. $25.00; Reprint: UMI; Pennsylvania Council for the Social Studies, P.O. Box 2188, Aston, PA 19014

Social Studies Professional 6/yr; Reprint: UMI; National Council for the Social Studies, 3501 Newark St., NW, Washington, DC 20016

Social Studies Review (previously California Council for the Social Studies Review) q, $10.00; Reprint: UMI; California Council for the Social Studies, 616 Juanita Way, Roseville, CA 95678

Social Studies Teacher q; P.O. Box 189, Oviedo, FL 32765

Sociology of Education q, mem. $12.00, nonmem. $21.00, inst. $28.00; Reprint: UMI; American Sociological Assn., 1722 N St., NW, Washington, DC 20036

Southern Social Studies Quarterly q; UPO 738, Morehead State University, Morehead, KY 40351

Southwestern Journal of Social Education a, $4.00; College of Education, North Texas State University, Denton, TX 76203

Soviet Education m, $73.00, inst. $273.00; Reprint: UMI; M. E. Sharpe, Inc., 80 Business Park Dr., Armonk, NY 10504

Studies in Art Education q, $20.00, sc $9.00; Reprint: UMI; Natl. Art Education Assn., 1916 Association Dr., Reston, VA 22091

Teaching History: A Journal of Methods sa; Campus Box 32, ESU, Emporia, KS 66801

Teaching of Psychology q, $7.00, inst. $15.00; Reprint: UMI; Lawrence Erlbaum Associates, Inc., 365 Broadway, Hillsdale, NJ 07642

Teaching Political Science q, $36.00; Reprint: UMI; Heldref Publications, 4000 Albemarle St., NW, Washington, DC 20016

Teaching Sociology q, $48.00; Reprint: UMI; Am. Sociological Assn., 1772 N St., NW, Washington, DC 20036

Theory and Research in Social Education q, $25.00, sc $4.95; Reprint: UMI; 3501 Newark St. NW, Washington, DC 20016

Update on Law-Related Education ta, $7.50; American Bar Assn., Youth Education for Citizenship, 750 N. Lake Shore Dr., Chicago, IL 60611

Western European Education q, $44.00, inst. $170.00; Reprint: UMI; M. E. Sharpe, Inc., 80 Business Park Dr., Armonk, NY 10504

Westminster Studies in Education a; Carfax Publishing Co., P.O. Box 25, Abingdon, Oxfordshire OX14 3UE, England

Zeitschrift fur Padagogik 6/yr; Max-Planck-Institut fur Bildungsforschung, Lentzallee 94, 1000 Berlin 33, (030) 82995-303/304

(SP) TEACHER EDUCATION

American Association of Colleges for Teacher Education, One Dupont Circle, NW, Suite 610, Washington, DC 20036-2412

Action in Teacher Education q, inst. $35.00, mem., $45.00, sc $5.00; Reprint: UMI; Assn. of Teacher Educators, 1900 Association Dr., Reston, VA 22091

British Journal of Teacher Education see Journal of Education for Teaching

California Journal of Teacher Education see Teacher Education Quarterly

Contemporary Education q, $12.00, sc $4.00, inst. $16.00; Reprint: UMI; Editor, School of Education, Indiana State University, Terre Haute, IN 47809

Educational Theory q, $20.00, sc $5.50; Reprint: UMI; Editorial Office, Education Bldg., University of Illinois, Champaign, IL 61820

European Journal of Teacher Education ta, $205.00 (18 issues); Carfax Publishing Co., P.O. Box 25, Abingdon, Oxfordshire OX14 3UE, England

Health Education bm, mem. $60.00, stu. mem. $22.00, grad. stu. mem. $25.00, inst. $50.00; Reprint: UMI; Health Education, American Assn. for Health, Physical Education, and Recreation, 1900 Association Dr., Reston, VA 22091

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Instructor (previously Teacher) 9/yr. $20.00, sc $2.50; Reprint: UMI; The Instructor Publications, P.O. Box 6099, Duluth, MN 55806

Interchange (previously Interchange: A Quarterly Review of Education and Interchange on Education) q, $30.00, inst. $40.00, stu. $12.00, sc $7.00; Publication Sales, The Ontario Institute for Studies in Education, 252 Bloor St., W., Toronto, ON M5S 1V6, Canada

Interchange: A Quarterly Review of Education see Interchange

Interchange on Education see Interchange

Interchange on Educational Policy title changed to Interchange on Education and subsequently to Interchange; see Interchange

Journal of American College Health (previously Journal of the American Health Association) 6/yr. $45.00, sc $7.50; Reprint: UMI. Heldref Publications, 4000 Albemarle St., NW, Washington, DC 20016

Journal of Classroom Interaction ba. $22.00, inst. $27.00 (2-yr subscription); Reprint: UMI; Editor, College of Education Hall, University of Houston, Houston, TX 77004

Journal of Education for Teaching (previously British Journal of Teacher Education) ta. British Pounds 13.50, inst. 16.50, sc 6.00; Carfax Publishing Co., P.O. Box 25, Abingdon, Oxfordshire, OX14 3UE UK

Journal of Educational Research bm, $47.00, sc $8.00; Reprint: UMI; Heldref Publications, 4000 Albemarle St., NW, Washington, DC 20016

Journal of Leisure Research q, $39.00 ind., $45.00 inst., nonmem. $30.00, sc $8.50; Reprint: UMI; Natl. Recreation and Park Assn., 3101 Park Center Dr., Alexandria, VA 22302

Journal of Physical Education and Recreation see Journal of Physical Education, Recreation and Dance

Journal of Physical Education, Recreation and Dance (previously Journal of Physical Education and Recreation) 9/yr. mem. $60.00, sc $8.00, stu. mem. $22.00, inst. $55.00; Reprint: UMI; American Alliance for Health, Physical Education, and Recreation, 1900 Association Dr., Reston, VA 22091

Journal of Research and Development in Education q, inst. $25.00, ind. $15.00, sc $6.25; Reprint: UMI; University of Georgia, Rm. G-3, Aderhold Bldg., Athens, GA 30602

Journal of School Health 10/yr, mem. $55.00, inst. $65.00, sc $6.50; Reprint: UMI; American School Health Assn., 1521 S. Water St., P.O. Box 708, Kent, OH 44240

Journal of Staff Development q, $39.00, ind; inst. $45.00; Reprint: UMI; Natl. Staff Development Council, 5198 Westgate Dr., Oxford, OH 45056

Journal of Teacher Education bm, $35.00, sc $6.00, stu. $15.00; Reprint: UMI; American Assn. of Colleges for Teacher Education, One Dupont Circle, NW, Ste. 610, Washington, DC 20036

Journal of Teaching in Physical Education q, ind. $28.00, inst. $56.00; Human Kinetics Publishers, Box 5076, Champaign, IL 61820

Journal of the American College Health Association see Journal of American College Health

Learning 9/yr, $18.00, sc $3.00; Reprint: UMI; Learning, P.O. Box 2580, Boulder, CO 80322

Parks and Recreation m, mem. $12.00, nonmem. $18.00, sc $3.00; Reprint: UMI; Natl. Recreation and Park Assn., 3101 Park Center Dr., Alexandria, VA 22302

Peabody Journal of Education q, $24.00, inst. $40.00, sc $15.00; Reprint: UMI; Exec. Sec., George Peabody College for Teaching, Box 41, Nashville, TN 37203

Physical Educator q, $15.00, sc $4.00; Reprint: UMI; Subscription Office, 901 W. New York St., Indianapolis, IN 46223

Physician and Sportsmedicine m, US $43.00, sc $5.00, stu. $32.25; Canadian $46.00, sc $5.50, stud. $34.50; Reprint: UMI; McGraw-Hill, Inc., 4530 W. 77th St., Minneapolis, MN 55435

PTA Today 7/yr, $7.00; 700 N. Rush St., Chicago, IL 60611-2571

Quest sa, ind. $21.00, inst. $30.00, sc $7.00; Reprint: UMI; Human Kinetics Publishers, Inc., Box 5076, Champaign, IL 61820

Research Papers in Education ta; Carfax Publishing Co., P.O. Box 25, Abingdon, Oxfordshire OX14 3UE, England

Research Quarterly see Research Quarterly for Exercise and Sport

Research Quarterly for Exercise and Sport (previously Research Quarterly) q, mem. $60.00, inst. $50.00, sc $7.00, stu. mem. $22.00; Reprint: UMI; RQES, AAHPERD Circulation Dept., 1900 Assn. Dr., Reston, VA 22091

Strategies 6/yr, U.S. & Canada mem. $10.00, foreign mem. $15.00, U.S. & Canada inst. $25.00, foreign inst. $30.00, sc $4.00; American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Dr., Reston, VA 22091

Teacher see Instructor

Teacher Education & Practice ba, ind. $8.00, inst. $16.00, sc $5.00; University of Texas at Arlington, Arlington, TX 76019

Teacher Education Quarterly (previously California Journal of Teacher Education) q, $30.00, sc $7.50; Reprint: UMI; Prakken Publications, Inc., P.O. Box 8623, Ann Arbor, MI 48107

Teacher Educator q, free; Reprint: UMI; Teachers College TC810, Ball State University, Muncie, IN 47306

Teachers College Record q, $20.00, inst. $40.00, sc $7.50; Reprint: UMI; Teachers College, Columbia University, 525 W. 120th St., New York, NY 10027

Teaching and Teacher Education: An International Journal of Research and Studies q, $85.00; Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford, NY 10523

Theory into Practice q, $16.00, inst. $30.00, sc $5.00; Reprint: UMI; Ohio State University, College of Education, 174 Arps Hall, 1945 N. High St., Columbus, OH 43210

(TM) TESTS, MEASUREMENTS, AND EVALUATION

American Institutes for Research (AIR), 3333 K Street, N.W., Washington, DC 20007

American Educational Research Journal q, ind. $23.00, inst. $29.00, sc $8.50; Reprint: UMI (two-year delay on availability); American Educational Research Assn., Subscriptions, 1230 17th St., NW, Washington, DC 20036

Applied Psychological Measurement q, ind $25.00, stu $12.50, inst $50.00; Reprint: UMI; N657 Elliott Hall, University of Minnesota, Minneapolis, MN 55455-0344

Canadian Journal of Education q, $40.00, sc $10.00; CSSE/SCEE, 14 Henderson St., Ottawa, ON K1N 7P1, Canada

Cognitive Psychology q, $99.00; Academic Press, Inc., P.O. Box 6250, Deluth, MN 55802

Contemporary Educational Psychology q, $84.00; Academic Press, P.O. Box 6250, Deluth, MN 55802

Educational and Psychological Measurement q, $54.00, sc $13.50; Box 6856, College Station, Durham, NC 27708

Educational Evaluation and Policy Analysis q, $29.00, inst., $23.00 ind., sc $7.50; American Educational Research Assn., Subscriptions, 1230 17th St., NW, Washington, DC 20036

Educational Measurement: Issues and Practice q, ind. $12.00, inst. $14.00; Natl. Council on Measurement in Education, 1230 17th St., NW, Washington, DC 20036

Educational Research Quarterly q, ind. $20.50, inst. $23.00, sc $6.50; Reprint: UMI; University of Southern California, School of Education, Phillips Hall #303, University Park, Los Angeles, CA 90089-0031

Evaluation and Program Planning q, $60.00, inst. $125.00; Reprint: UMI; Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford, NY 10523

Evaluation and the Health Professions q, ind. $32.00, inst. $80.00; Sage Publications, Inc., 2111 W. Hillcrest Dr., Newbury Park, CA 91320

Evaluation in Education: An International Review Series see International Journal of Educational Research

Evaluation in Education: International Progress title changed to Evaluation in Education: An International Review Series and subsequently to International Journal of Educational Research; see International Journal of Educational Research

Evaluation Quarterly see Evaluation Review

Evaluation Review (previously Evaluation Quarterly) 6/yr. ind. $36.00, inst. $96.00; Sage Publications, Inc., 2111 W. Hillcrest Dr., Newbury Park, CA 91320

Intelligence q, $29.50, inst. $70.00; ABLEX Publishing Corp., 335 Chestnut St., Norwood, NJ 07648

International Journal of Educational Research (previously Evaluation in Education: An International Review Series) 8/yr, $75.00; Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford, NY 10523

Journal of Educational Measurement q, $18.00, inst $22.00, sc $9.00; Reprint: UMI (two-year delay on availability); Natl. Council on Measurement in Education, 1230 17th St., NW, Washington, DC 20036

Journal of Educational Psychology bm, $50.00, inst $100.00, mem APA $25.00, sc $9.00; Reprint: UMI; American Psychological Assn., Subscription Section, 1400 N. Uhle St., Arlington, VA 22201

Journal of Educational Statistics q, $20.00, mem. $12.00, stu. $8.00, sc $8.50; Reprint: UMI (two-year delay on availability); American Educational Research Assn., Subscriptions, 1230 17th St., NW, Washington, DC 20036

Journal of Experimental Education q, $43.00, sc $10.75; Reprint: (UMI prior to vol. 51; after & including vol. 51, available from Heldref Pub. Micropublishing Div., 4000 Albemarle St., NW, Washington, DC 20016); Heldref Publications, 4000 Albemarle St., NW, Washington, DC 20016

Journal of Youth and Adolescence 6/yr, $49.50, inst. $196.00; Plenum Publishing Corp., 233 Spring St., New York, NY 10013

Multivariate Behavioral Research q, $20.00, inst $36.00, stu $7.50, sc $9.50; Reprint: UMI; Managing Editor, Multivariate Behavioral Research, Lawrence Erlbaum, Associates, 365 Bradway, Hillsdale, NJ 07642

New Directions for Program Evaluation q, $30.00, inst $40.00, sc $9.95; Reprint: UMI; Jossey-Bass, Inc., 433 California St., San Francisco, CA 94104

Psychological Review q, $26.00, inst. $72.00, APA mem. $18.00, sc $8.00; Reprint: UMI; Subscription Sections, American Psychological Assn., Inc., 1400 N. Uhle St., Arlington, VA 22201

Psychometrika q, $60.00; Reprint: UMI; Psychometric Society, Dept. of Psychology, College of William and Mary, Williamsburg, VA 23185

Review of Educational Research q, ind. $23.00, inst. $29.00, mem $12.00, sc $8.50; Reprint: UMI (two-year delay on availability); American Educational Research Assn., 1230 17th St., NW, Washington, DC 20036

Scandinavian Journal of Educational Research q, $33.00; Reprint: UMI; Universitetsforlaget, P.O. Box 2959 Toyen, 0608 Oslo 6, Norway

School Psychology Digest see School Psychology Review

School Psychology Review (previously School Psychology Digest) q, $35.00 indv., $50.00 inst. sc $12.50; Reprint: UMI; Natl. Assn. of School Psychologists, 808 17th St., NW, Washington, DC 20006

Studies in Educational Evaluation ta, $75.00; Reprint: UMI; Pergamon Press, Maxwell House, Fairview Park, Elmsford, NY 10523

(UD) URBAN EDUCATION

Teachers College, Columbia University, Institute for Urban and Minority Education, Main Hall, Room 300, Box 40, 525 W. 120th Street, New York, NY 10027-9998

Amerasia Journal 3232 Campbell Hall, Asian American Studies Center, University of California, Los Angeles, CA 90024

American Educator: The Professional Journal of the American Federation of Teachers q, nonmem. $2.50; Reprint: UMI; American Federation of Teachers, AFL/CIO, 11 Dupont Circle, NW, Washington, DC 20036

American Journal of Education q, $20.00, inst. $35.00, stu. and University of Chicago Education Alumni $16.00; Reprint: UMI; P.O. Box 37005, Chicago, IL 60637

American Journal of Public Health m, $50.00/yr; Reprint: UMI; 1015 15th St., NW, Washington, DC 20005

American Psychologist m, $25.00, sc $3.00; Reprint: UMI; American Psychological Assn., Inc., 1200 17th St., NW, Washington, DC 20036

American Sociological Review bm, $15.00, mem. $10.00, stu. $10.00, inst. $30.00, sc $4.00; Reprint: UMI; American Sociological Assn., 1722 N St., NW, Washington, DC 20036

Anthropology and Education Quarterly q, $12.00, sc $4.00, stu. $10.00; Reprint: UMI; Council on Anthropology and Education, 1703 New Hampshire Ave., NW, Washington, DC 20009

Black Scholar m, $16.00, sc $2.00; Reprint: UMI; Black World Foundation, Box 908, Sausalito, CA 94965

Child and Family Behavior Therapy q, $42.00, $48.00 inst., $85.00 lib.; The Haworth Press, Inc., 75 Griswold St., Binghamton, NY 13904

Civil Rights Digest see New Perspectives

Commentary $36.00; 165 E. 56 St., New York, NY 10022

Crisis 10/yr, $6.00, sc $0.75; Reprint: UMI; The Crisis, 1790 Broadway, New York, NY 10019

Education and Urban Society q, $16.50, inst. $32.00; Reprint: UMI; Sage Publications, Inc., 275 S. Beverly Dr., Beverly Hills, CA 90212

Educational Researcher 11/yr, nonmem. $12.00, inst. $14.00; Reprint: UMI; American Educational Research Assn., 1230 17th St., NW, Washington, DC 20036

Equity and Choice $15.00; Owen Heleen, ed., Institute for Responsive Education, 605 Commonwealth Ave., Boston, MA 02215 (617) 353-3309

Equity and Excellence (previously Integrated Education) 5/yr, inst. $40.00, ind. $30.00, foreign postage $7.00; Reprint: UMI; Center for Equal Education, School of Education, University of Massachusetts, Amherst, MA 01003

Freedomways q, $4.50; Reprint: UMI; Freedomways Assoc., Inc., 799 Broadway, New York, NY 10003

Harvard Civil Rights—Civil Liberties Law Review ta, $10.50, foreign $11.50, stu. $6.50; Harvard Law School, Cambridge, MA 02138

Illinois Schools Journal q, $4.00, sc $1.00; Reprint: UMI; Chicago State University, University Relations, 95th St. at King Dr., Chicago, IL 60628

Integrated Education see Equity and Excellence

International Migration Review q, $14.50, inst. $19.50, sc $5.00; Reprint: UMI; Center for Migration Studies of New York, Inc., 209 Flagg Pl., Staten Island, NY 10304

Journal of Black Studies q, $15.00, inst. $26.00; Reprint: UMI; Sage Publications, Inc., 275 S. Beverly Dr., Beverly Hills, CA 90212

Journal of Children in Contemporary Society qa, $28.00, $48.00 inst., $60.00 libraries, add 20% foreign; The Haworth Press, Inc., 75 Griswold St., Binghamton, NY 13904

Journal of Cross-Cultural Psychology q, $15.00, inst. $26.00; Reprint: UMI; Sage Publications, Inc., 275 S. Beverly Dr., Beverly Hills, CA 90212

Journal of Education 3/yr, $16.00, Foreign $26.00, inst. $16.00, inst. Foreign $20.00; Reprint: UMI; Journal of Education, Boston University School of Education, 605 Commonwealth Ave., Boston, MA 02215

Journal of Ethnic Studies q, $10.00, inst. $12.00, sc $3.50; Reprint: UMI; Western Washington University, Bellingham, WA 98225

Journal of Intergroup Relations q, $11.00, sc $3.00; Reprint: UMI; Natl. Assn. of Human Rights Workers, Box 1435, Durham, NC 27702

Journal of Negro Education q, $10.00, 2 yrs $17.00, sc $2.75; Reprint: UMI; Howard University, Washington, DC 20059

Journal of Social Issues q, $14.00, inst. $20.00, sc $5.00; Reprint: UMI; Soc. for the Psychological Study of Social Issues, P.O. Box 1248, Ann Arbor, MI 48106

Metropolitan Education ta, ind. $18.00, inst. $30.00, sc $6.00; University of Wisconsin-Milwaukee, P.O. Box 2903, Milwaukee, WI 53201-2903

Migration Today see Migration World

Migration World (previously Migration Today) bm, inst. 1 yr, $25.00, 2 yrs, $48.00, 3 yrs, $72.00; ind. 1 yr, $19.00, 2 yrs, $36.00, 3 yrs, $54.00; Reprint: UMI; 209 Flagg Pl., Staten Island, NY 10304

Negro Educational Review q, $10.00, sc $3.25; P.O. Box 2895, General Mail Center, Jacksonville, FL 32202

Negro History Bulletin bm, $8.00, sc $1.50; Reprint: UMI; Assn. for the Study of Negro Life and History, Inc., 1401 14th St., NW, Washington, DC 20005

New Perspectives (previously Civil Rights Digest and Perspectives: The Civil Rights Quarterly) q; Supt. of Documents, U.S. Government Printing Office, Washington, DC 20425

Perspectives: The Civil Rights Quarterly see New Perspectives

Phylon q, $12.00, sc $3.00; Reprint: UMI; Atlanta University, Atlanta, GA 30314

Public Interest q, $18.00, sc $5.00, add $2.00 for foreign orders; The Public Interest, Subscription Dept., 20th & Northampton Sts., Easton, PA 18042

Puerto Rican Journal 3/yr, inst. $15.00; 1233 Ashland Ave., Chicago, IL 60622

Sage: A Scholarly Journal on Black Women sa; $15.00; P.O. Box 42741, Atlanta, GA 30311-9741

Sex Roles: A Journal of Research bm, $24.00, inst. $65.00; Plenum Publishing Corp., 227 W. 17th St., New York, NY 10011

Signs: Journal of Women in Culture and Society q, $16.00, sc $5.00, inst. $24.00, sc $6.00; Reprint: UMI; University of Chicago Press, 5801 Ellis Ave., Chicago, IL 60637

Social Policy 5/yr, $10.00, inst. $15.00, sc $2.00; Reprint: UMI; 33 W. 42nd St., New York, NY 10036

Society bm, $15.00, inst. $21.00, sc $3.00; Reprint: UMI; Box A, Rutgers University, New Brunswick, NJ 08903

Urban Affairs Quarterly q, $16.50, inst. $32.00; Reprint: UMI; Sage Publications, 275 S. Beverly Dr., Beverly Hills, CA 90212

Urban Anthropology q, $18.00, inst. $50.00; The Institute of Man, c/o Jack Rollwagon, Dept. of Anthropology, SUNY at Brockport, Brockport, NY 14420

ATTACHMENT 9
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Urban Education q, $15.00, inst. $28.00; Reprint: UMI; Sage Publications, Inc., 275 S. Beverly Dr., Beverly Hills, CA 90212

Urban League Review sa, $8.00, inst. $10.00, stu. $6.00, sc $5.00; Reprint: UMI; Transaction, Periodicals Consortium, Rutgers University, New Brunswick, NJ 08903

Urban Review q, $12.00, inst. $18.00; Reprint: UMI; APS Publications, Fulfillment Dept., 49 Sheridan Ave., Albany, NY 12210

Western Journal of Black Studies q, $10.00, inst. $15.00, sc $3.00; Reprint: UMI; Washington State University, Wilson Hall 111, Pullman, WA 99164

Youth and Society q, $15.00, inst. $28.00; Reprint: UMI; Sage Publications, Inc., 275 S. Beverly Dr., Beverly Hills, CA 90212

The Oryx Press
Suite 103
2214 North Central at Encanto
Phoenix, Arizona 85004
(602) 254-6156

OCTOBER 21 1988

CIJE SOURCE JOURNAL INDEX UPDATE
FOR FEB89

Additions

TM Applied Measurement in Education
TM Evaluation Practice
SO Social Studies and the Young Learner
SO Humanities
SO International Studies Quarterly
SO Heritage Education Quarterly

Deletions

HE College Store Journal
HE Journal of Architectural Education
HE Teaching at a Distance

Name Changes

SO British Journal of Educational Research to British Educational Research Journal

SOURCE JOURNAL INDEX UPDATE FOR
MAR89

Deletions

PS Australian Journal of Early Childhood
PS Education 3-13
PS Child Care Quarterly
PS Elements: Translating Theory into Practice

Telephone: (602) 254-6156 • Telex: 910-951-1333 • Cable Address: ORYXPHX • Alanet: ALA 0978 • Source: BCJ 387

*** CIJE MONTHLY REPORT - JAN89 I.CIJE1 ***09:11:35 01 DEC 1988 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	110	18	16	110
CG	127	13	7	127
CS	171	19	0	171
EA	80	9	0	80
EC	118	12	17	118
FL	55	8	0	55
HE	98	12	0	98
IR	118	28	2	118
JC	24	4	0	24
PS	37	5	0	37
RC	61	6	0	61
SE	100	12	24	100
SO	112	14	13	112
SP	76	8	0	76
TM	25	3	0	25
UD	46	5	0	46
GRAND TOTALS	1358	178	79	1358

*** CIJE MONTHLY REPORT - FEB89 I.CIJE2 ***13:51:03 16 DEC 1988 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	87	18	5	197
CG	94	7	18	221
CS	160	18	8	331
EA	63	7	0	143
EC	112	10	19	230
FL	51	7	0	106
HE	75	12	0	173
IR	83	18	2	201
JC	19	3	0	43
PS	58	5	0	95
RC	27	2	0	88
SE	195	16	28	295
SO	67	13	0	179
SP	45	7	0	121
TM	66	11	0	91
UD	66	13	0	112
GRAND TOTALS	1268	167	80	2626

*** CIJE MONTHLY REPORT - MAR89 I.CIJE1 ***09:07:22 30 JAN 1989 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	100	17	25	297
CG	99	6	0	320
CS	107	14	7	438
EA	76	8	1	217
EC	119	13	12	349
FL	45	7	0	151
HE	77	12	0	250
IR	92	21	3	293
JC	20	3	0	63
PS	30	4	0	125
RC	27	5	1	115
SE	99	9	7	394
SO	79	10	12	250
SP	56	8	0	177
TM	42	2	0	133
UD	35	9	0	147
GRAND TOTALS	1103	148	68	3729

ATTACHMENT 11
Page 2 of 2

EAB ERIC® ADMINISTRATIVE BULLETIN

Volume: 13
Number: 3/4
Date: March/ April 1989

Educational Resources Information Center, Office of Educational Research and Improvement, Washington, D.C. 20208

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ATTACHMENTS

1. ERIC Directors Meeting---Draft Agenda
2. ERIC National Technical Meeting---Draft Agenda
3. ERIC System FAX Numbers
4. ERIC Processing Manual---General Revision---Suggestions Solicited
5. ERIC Acquisitions Arrangements (EAA) List---March 1989
6. ERIC Technical Steering Committee Recommendations---(88-1 through 88-28)
7. Advertising Flyers for TM " Journals on Diskette" Series
8. RC Newspaper Articles Aimed at Parents of Children in School

   a. What Does It Take to Do Well in School?
   b. Keeping Track: Aren't Grades Enough?
   c. Why Do Parents Like Some Teachers More Than Others?

9. "Finding and Using Education Research"---Robert Chesley
10. ERIC Ready References #5 and #6---Revised
11. Oxford Law Dictionary---Newspaper Item
12. Washington Post Style Manual---Newspaper Item
13. Mis-spellings in the ERIC Database: "Competence" and "Competition"
14. DIALOG Letter Regarding Error on OnDisc ERIC File
15. Ordering ERIC Documents From EDRS Online via BRS
16. SilverPlatter Information Retrieval Software, Release 1.5
17. CIJE Source Journal Index Update for April 1989
18. CIJE Source Journal Index Update for June 1989
19. CIJE Monthly Report---April 1989
    CIJE Monthly Report---May 1989

The ERIC Administrative Bulletin (EAB) is prepared by the ERIC Processing and Reference Facility on the basis of material submitted by all components of the ERIC system. EAB articles are reviewed and approved by Central ERIC before publication.

The EAB is intended to be the "journal" of the ERIC system and a major means for the decentralized components of ERIC to communicate and interact with one another. The EAB is also a permanent record reflecting most of the major events in the life of the ERIC system such as personnel changes, Standing Order Customer changes, etc.) and providing in printed form essential documents (such as ERIC policy and priority statements, Clearinghouse scope statement modifications, ERIC Processing Manual revisions, etc.). Submissions to the EAB are to be sent (using the standard form) to your respective monitor. The deadline for input to each monthly issue is the 10th of the month.

ACTION ITEMS

ERIC DIRECTORS/NATIONAL TECHNICAL MEETING (MAY 8-12, 1989)

The ERIC Directors Meeting is scheduled for May 8-9. The 1989 National Technical Meeting is scheduled for May 9-12, 1989. The afternoon of May 9 is designed as an overlapping session. The agendas for each of the two meetings appear, respectively, as Attachments 1 and 2.

...Bob Stonehill (CERIC)

ERIC SYSTEM FAX NUMBERS

The FAX technology seems suddenly to have permeated ERIC both in the number of machines available and in usage of the technology to send documentary material throughout the system.

Since in many cases the Clearinghouses are sharing machines with host organizations or with physically adjacent organizations, the numbers have changed a lot in the first few months. However, we believe the situation has finally settled down a bit and a list of the numbers for each ERIC component appears as Attachment 3.

...Kevin Arundel (CERIC)

ERIC PROCESSING MANUAL REVISION

The Facility has initiated a major project to revise the *ERIC Processing Manual* (EPM) across the next 18 months. The plan involves highlighting a section of the EPM every two months and, hopefully, getting the Clearinghouses to re-read and re-familiarize themselves with each section during the highlighting period. The first section to be treated is the Acquisitions section, during April/May 1989.

Suggestions for EPM revision should be sent to the Facility to the attention of the *"EPM Revision Project"*, See Attachment 4 for more details.

...Ted Brandhorst
(ERIC Facility)

ERIC ACQUISITIONS ARRANGEMENTS LIST UPDATE

The ERIC Acquisitions Arrangements (EAA) list has been updated and the changes are included here as Attachment 5. A total of 197 additions, changes, and deletions have been made based on Facility information and forms sent to us by Clearinghouses before October 1, 1988.

The list of changes is arranged in alphabetical order by organization name and follows the same form as the March 1988 list. The March 1988 EAA list should be updated by changing, adding, or deleting entries as necessary in alphabetical order. A change in an arrangement is indicated by a percent sign (%) and an arrangement which should be removed is marked

with an "X." All other entries are additions to the previous list.

In order to keep the list as current and informative as possible, changes will continue to be issued in this way via the EAB until the overall volume of changes warrants a completely revised list. The Facility Acquisitions staff appreciates the cooperation of the Clearinghouses in submitting changes to their arrangements as they occur, so that the list will continue to be a useful tool for all components of the ERIC system.

...Joanna Eustace
(ERIC Facility)

REMINDER:

The ERIC Facility is collecting updated pages from you for the new ERIC Directory.

If you haven't already done so, please return your response to:

Elizabeth Pugh
ERIC Processing and Reference Facility
2440 Research Boulevard, Suite 550,
Rockville, Maryland 20850.

NETWORK NEWS

STEERING COMMITTEE RECOMMENDATIONS FOR 1988 (88-1 THROUGH 88-28)

The 1988 recommendations of the ERIC Technical Steering Committee are listed in Attachment 6, along with responses from Central ERIC. They include:

88- 1 EPN Revision: Citing References in Abstracts
88- 2 EPN Revisions: CIJE and RIEDF Procedures
88- 3 CIJE Validation of Identifiers
88- 4 CIJE Source Journal Index Format
88- 5 Monthly Statistical Report Categories
88- 6 Annual Report Guidelines Revision
88- 7 Standing Order Customer Assignments
88- 8 National Diffusion Network Assignments
88- 9 ERIC Partners List
88-10 ERIC Partners---Acquisitions
88-11 Level 3 Documents
88-12 Acquisitions - Labs/Centers
88-13 Acquisitions - NDN
88-14 Annual National Technical Meeting
88-15 Director/Tech Meeting Scheduling
88-16 Topical /Training Workshops
88-17 OERI Policy on ERIC Attribution
88-18 EDRS ERIC Starter Kit
88-19 Definitions of Monthly Statistical Report Categories
88-20 Annual Report Guidelines
88-21 SOC List Distribution
88-22 EDO File - Clearinghouse Review
88-23 Digest Revisions
88-24 ERIC Processing Manual Revision
88-25 Descriptor Validation Software
88-26 ERIC Administrative Manual Revision
88-27 System Publications/Reports
88-28 ERIC Participation in NDN National Meeting

...Lynn Barnett (HE)

TM *"JOURNALS ON DISKETTE"* SERIES

The TM Clearinghouse has initiated a *"Journals on Diskette"* series that includes 390-600 citations from various journals within their scope, on a floppy disk together with software to search the citations. The journals covered so far are as follows:

DISKETTE	JOURNAL	YEAR	CITATIONS
1.	Review of Educational Research	1971-1988	390
2.	Journal of Educational Statistics	1976--1988	500
	Psychometrika	1971-1988	
3.	American Educational Research Journal	1971-1988	500
4.	Journal of Educational Measurement	1969--1988	600
	Educational Measurement: Issues and Practice	1982-1988	

ATTACHMENT 7 consists of the flyers advertising this series.

...Larry Rudner (TM)

RC DEVELOPS NEWSPAPER ARTICLES AIMED AT PARENTS OF CHILDREN IN SCHOOL

RC has been preparing brief articles about schools and learning, written for a general audience, particularly parents of children in school. These articles are sent to newspaper editors with an invitation to use them. The second set of three articles, together with the letter of transmittal, are provided here as **Attachment 8**.

...Craig Howley (RC)

"FINDING AND USING EDUCATION RESEARCH" BY ROBERT CHESLEY

Since Bob Chesley left OERI and his position as the Head of ERIC, he has kept his hand in as a consultant in professional development, with an emphasis on the use of information systems, particularly ERIC. He recently had an article published in the February/March 1988 issue of *Thrust* (see **Attachment 9**).

...Ted Brandhorst
(ERIC Facility)

ERIC READY REFERENCES #5 AND #6, REVISED

Two Ready References have recently been revised: #5 to reflect the recent increase in EDRS prices and #6 to reflect various address and telephone number changes for ERIC components. See **Attachment 10** for copies of the revisions.

...Joanna Eustace
(ERIC Facility)

LEXICOGRAPHY AND SCHEDULES

Recent criticisms of the amount of time it takes to get a new term in the ERIC *Thesaurus* may have sensitized us, but we couldn't help taking note of a recent news item concerning the projected *Oxford Law Dictionary*. (Actually, we were even

more amused by the information on the *Oxford English Dictionary*, the *Deutsches Worterbuch*, and the *Dictionary of the Older Scottish Tongue)*. (See Attachment 11.)

...Jim Houston
(ERIC Facility)

CH/ED NUMBER X/REF. INDEX

Due to a change in the ERIC Facility's new contract requirements, the monthly and annual cumulations of the *Clearinghouse/ED Number Cross-Reference Index* are no longer being published. Neither publication was included in the Facility's new statement of work. The monthly lists are still to be found at the back of each issue of RIE.

...Ted Brandhorst
(ERIC Facility)

THE VICISSITUDES OF STYLE MANUALS

The fact that we are about to undertake a major effort to update the *ERIC Processing Manual* (EPM) leads to a certain sympathy with similar efforts. A recent case in point is the *Washington Post Style Manual*, whose trials and tribulations were disclosed recently in an article in *The Washington Post*. (See Attachment 12). We include such material here at least partly to get you thinking about the EPM and the revision effort to which we wish you to contribute.

...Ted Brandhorst
(ERIC Facility)

HE REPORT *"COLLEGE STUDENT OUTCOMES ASSESSMENT"* USED IN QUANTITY BY SUNY AT ALBANY

Two-hundred and fifty (250) copies of HE's recent monograph, *College Student Outcomes Assessment*, (ASHE/ERIC Higher Education Report #87-7, by Jacobi, Astin, and Ayala), were ordered by Dr. Joseph Burke, Provost at the State University of New York at Albany. This report is to be used for a workshop on Assessment to be held for the entire SUNY system.

...Jan Burt (HE)

HE COORDINATING BOARD MEETING

The HE staff met with its Coordinating Board on February 17, 1989. Twenty-one representatives from nineteen local higher education associations attended to discuss current issues and ways that they could cooperate with ERIC.

The meeting served to increase the visibility and credibility of ERIC and also provided an opportunity for ERIC staff to interact with local higher education representatives to identify users' needs and interests; to present the variety of products and services available through ERIC; and finally to convey ERIC's key role as a system for information dissemination.

The initial Coordinating Board Meeting of 1989 was a good start for the new year. Two more meetings are planned.

...Zari Mayville (HE)

NEW ADDRESS/TELEPHONE FOR ERIC/CE

ERIC/CE's host organization has been busy lately. We have had changes in name, address, and telephone number. We are now:

The Center on Education
and Training for Employment
1900 Kenny Road
Columbus, Ohio 43210-1090
(614) 292-4353 (OH,AK,HI)
*800) 848-4815 (No change here)

...Judy Wagner (CE)

MIS-SPELLINGS IN THE ERIC DATABASE

In these days of vast online databases and awesome retrieval capabilities, no error in a popular database remains hidden for long. The EXPAND command particularly reveals clusters of mis-spellings surrounding each valid term. As time goes by, these clusters of one-posting errors grow to embarrassing length. In the Facility's view, sooner or later ERIC will have to make backfile corrections removing this *"flotsam and jetsam"* from the ERIC database.

Certain words are prone to mis-spelling and like the Sargasso Sea, collect an inordinate number of *"wrecks,"* around them, e.g. *"Competence"* (and its variations); *"Competition"* (and its variations). In order to illustrate the problem, we are providing here examples of most of the mis-spellings of these two common terms, together with the applicable accession numbers, the year the error occurred, and the field in which it appeared. (See Attachment 13.

The recent Clearinghouse RFP's called for spell-checkers to be used by the Clearinghouses to check RIE/CIJE input. Implementation of this requirement would greatly curtail the appearance of mis-spellings in the ERIC database and we urge you to spell-check your input as soon as you can. The Facility will be doing its part in this regard, but we need to mount a coordinated attack on this problem, beginning at the point where the data are originally created.

...Ted Brandhorst
(ERIC Facility)

ERIC GOES TO HOLLYWOOD!

Claudette Roper, research staff member from the Cosby Show, recently contacted ERIC/IR for information and/or statistics on *"cheating in elementary and secondary schools."* Having a difficult time locating data and sources, Ms. Roper contacted the Center for Educational Statistics (CES), which referred her to ERIC when no CES statistics on the subject could be found. Although the question was a bit out of scope for IR, IR supplied a complimentary search to a very weary, but grateful researcher. So don't be surprised if you see ERIC scroll by in the credits for the Cosby show someday!

...Elena Beattie (IR)

VENDOR NEWS

DIALOG'S ONDISC ERIC COVERING 1966-1979 FOUND TO CONTAIN SOME JUNE 1983 CIJE RECORDS

Recent searches of DIALOG's OnDisc ERIC file revealed that the archival disk covering 1966-1979 contains records from the June 1983 issue of CIJE. We communicated with DIALOG concerning the error and received confirmation that it was apparently a mistake that occurred at the time the original disks were made (see Attachment 14). DIALOG promises to correct the situation when the archive disk is next re-mastered.

...Pat Brown
(ERIC Facility)

ORDERING DOCUMENTS FROM EDRS ONLINE VIA BRS

BRS has recently published the procedures to be followed for ordering documents from EDRS online. The Facility asked BRS for a 1-2 page version that could be reproduced in the back of *Resources in Education* (RIE). (See Attachment 15.)

...Ted Brandhorst
(ERIC Facility)

SILVERPLATTER INFORMATION RETRIEVAL SOFTWARE, RELEASE 1.5, DISTRIBUTED

In February 1989, SilverPlatter distributed Release 1.5 of its information retrieval software. The principal new features provided for are:

1. Daisychained Drives, i.e., the linking of multiple CD-ROM drives to a single workstation.

2. Networking, enabling the SilverPlatter system to run as part of a Local Area Network (LAN)

3. Text Compression, storing more data per disk.

Attachment 16 consists of the SilverPlatter announcement describing Release 1.5.

...Pat Brown
(ERIC Facility)

PERSONNEL NEWS

ELY IN INDONESIA STUDYING THE DIFFUSION OF EDUCATIONAL TECHNOLOGY

IR's Director, Donald P. Ely, in Indonesia doing research on the diffusion of educational technology, gave the keynote presentation at the first national conference of the newly organized Professional Association of Indonesian Educational Technologists (held in Jakarta, February 9-15). He was made an Honorary Member of the Association, the only person to be so designated. Several thousand ERIC Digests were distributed at the meeting. During his stay in Jakarta, Don found ERIC resources available there online, with some microfiche (and related RIE's) to be found in several libraries.

...Don Ely (IR)

IDA HALASZ AND MARK NEWTON JOIN ERIC/CE

ERIC/CE is delighted to have Ida Halasz and Mark Newton on the Clearinghouse staff. Ida replaces Bob Bhaerman as the career education specialist. Bob has moved to the Detroit area and Wayne State University.

Wes Budke decided to teach full time in the Agricultural Education department at Ohio State and Mark has taken over his duties as assistant director and vocational education specialist. Both Mark and Ida have been at the Center for some time and we welcome them to ERIC.

...Judy Wagner (CE)

CHERIE BURNHAM JOINS THE ERIC FACILITY

Cherie Burnham has joined the ERIC Facility as our secretary, replacing Tammie Shaver. Cherie has been with our parent company, Altantic Research Corporation, for 5 years, and we welcome her to the ERIC family.

...Elizabeth Pugh (ERIC Facility)

MICHAEL BUTLER DIES

We are saddened to learn recently that Michael Butler, Associate Director of SP from 1978-1985, has died after a long illness.

...Margaret Mann (SP)

April 27, 1989

ERIC DIRECTORS MEETING
JOINT DIRECTORS/TECHNICAL MEETING
May 7-9, 1989
Westpark Hotel, Rosslyn VA

AGENDA

ERIC Directors Meeting

Sunday, May 7, 1989

8:00 pm — **Reception hosted by ERIC Executive Committee** Rosslyn Westpark Hotel

Monday, May 8, 1989

8:30 am — **Continental Breakfast**

8:55 am — **Meeting Introduction and Overview** (Bob Stonehill)

9:00 am — **ERIC Clearinghouse Accomplishments, Challenges, and Priorities--An Informal Information Exchange** (Judi Conrad, Facilitator; Carl Smith, Recorder)

9:45 am — **What's New from Washington--Part 1** (Central ERIC)

-- **Status of FY 1990 Funding Request.** Will ERIC get additional funding this year? We don't know, but we can discuss what we asked for (Bob Stonehill).

-- **Additional FY 1989 Support for ERIC Clearinghouse Activities.** A discussion of "outside" funding, focusing on three new examples of non-OERI monies being used to support ERIC Clearinghouse activities (Bob Stonehill).

-- **Preliminary Results from the ERIC Annual Report--1988.** An outline of the topic areas to be covered in the report, a quick look at 1988's tale of the tape, and a discussion of factors that have delayed the report's release (Bob Thomas, Nancy Krekeler).

10:10 am — **Nominations for ERIC Executive Committee** (Judi Conrad)

10:20 am — **Report of the Technical Steering Committee and Priorities of the Technical Meeting Agenda.**

Technical issues can have consequences for Clearinghouse policies as well as operations! (Lynn Barnett, Judi Conrad)

10:50 am **Break**

11:00 am **Keynote Invitational Speaker -- Thomas Skrtic.** Dr. Skrtic, Associate Professor of Special Education, University of Kansas, will provide a provocative look at school organization and educational reform. His forthcoming book, School Organization and Democracy in Post-Industrial America, develops new proposals for achieving excellence and equity in public education. The presenter will leave time for questions and answers.

12:15 pm **Luncheon at *Windows*** (USA Today building)

2:00 pm **Introduction of ACCESS ERIC Staff**--Overview and Philosophy Behind the Winning Proposal (a detailed discussion of tasks will be on 5/9) (Pat Coulter)

2:15 pm **Interim Reports of ERIC Task Forces**
- -- Technology (Mike Eisenberg)
- -- Products (Bob Howe)
- -- Resource Development (Jon Fife)
- -- Training (Jeannie Rennie)
- -- Assessment (Carl Smith)
- -- ERIC 2000 (Garry Walz)

3:00 pm **Break**

3:15 pm **Support Contractors' Reports:**
- -- The New Facility Contract--Proposed System Improvements and Timelines (Ted Brandhorst)
- -- ORYX Press (Phyllis Steckler)
- -- EDRS (Vic Fortin)

4:00 pm **What's New from Washington--Part 2**

- -- **Copyright Ruling and Implications.** Can ERIC put Federally-funded, copyrighted materials in the database without the author's permission? Well, not quite... (Nancy Krekeler)

- -- **ERIC Partners:** The Policy. The long-awaited debut of an ERIC Partners policy (Sue Klein).

4:30 pm **Election of New ERIC Executive Committee Members**

5:00 pm **Meeting Adjourns**

Tuesday, May 9, 1989

8:00 am **Continental Breakfast**

8:45 am **What's New from Washington--Part 3**

-- **Education Clearinghouses.** A recent survey identified over 100 non-ERIC clearinghouses. What should ERIC be doing with them? (Sue Klein)

-- **Districts Use of R&D Resources.** A recent NCES "Fast Response Survey" looked at school districts' use of OERI-funded products and services. What did people say about their experiences with ERIC? (Charles Stalford, OERI/PIP).

9:45 am **Break**

10:00 am **The Role of OERI And Its Institutional Projects in Establishing an Integrated Research, Development and Dissemination Program**--Invited Symposium

Representatives of the Regional Educational Laboratories, National Research and Development Centers, and the National Diffusion Network will join the ERIC Directors, senior OERI officials, and distinguished external reactors in a discussion of federal research, development, and dissemination (RD&D) activities. The focus of the session will be on improving collaboration among the OERI institutional projects in a way that enhances the overall federal RD&D effort (see attached prospectus for details!)

12:00 pm **Lunch**

Joint ERIC Directors/Technical Meeting

1:15 pm **Welcome and Introduction** (Lynn Barnett)

1:20 pm **Keynote Presentation by Mike Eisenberg:** The availability of new technology has significant implications for the ERIC Clearinghouses as well as the ERIC database. What are the major new developments in information science, and what is ERIC's role in applying them?

1:50 pm	**ACCESS ERIC.** The ACCESS ERIC contractor will present an overview of proposed activities in the four major areas: (1) User services and referral databases; (2) Question-answering; (3) Products; and (4) Assessment.
2:15 pm	**Small group discussion of implications for Clearinghouse activities.** Participants choose one of the four ACCESS ERIC topics to discuss in terms of the effects of ACCESS ERIC on Clearinghouse operations. In particular, consider what Clearinghouses and ACCESS ERIC can do to assist one another.
2:45 pm	**Break**
3:00 pm	**Small group discussion continues.** Participants choose a second group topic to discuss.
3:30 pm	**Wrap-up and Action Items** (Bob Stonehill, Judi Conrad, Lynn Barnett)
4:00 pm	**Meeting Adjourns**
4:30 pm	**VIP Tour of the Library of Congress**
5:30 pm-- 7:00 pm	**ERIC Directors Reception--Library of Congress** (Madison Building, Montpelier Room)

ERIC

JOINT DIRECTORS/TECHNICAL MEETING

Westpark Hotel - Rosslyn Room A
Arlington, Virginia
May 9, 1989

AGENDA

1:15	**Welcome and Introduction** (Lynn Barnett/HE)
1:20 - 1:50	**Keynote Presentation: Technology Implications** (Mike Eisenberg/IR) The availability of new technology has significant implications for ERIC Clearinghouses and the ERIC database. What are the major new developments in information science, and what is ERIC's role in applying them? What has the Technology Task Force identified as system issues?
1:50 - 2:15	**ACCESS ERIC** (New Contractor) The new contractor will present an overview of proposed activities in the four major areas: (1) User services and referral databases, (2) Question-answering, (3) Products, (4) Assessment
2:15 - 2:45	**Small Group Discussion: Implications for Clearinghouses** (ACCESS ERIC staff and others) Participants choose one of the four ACCESS ERIC topics, and discuss in terms of the effects of ACCESS ERIC on Clearinghouse operations, including technological aspect. In particular, consider what Clearinghouses and ACCESS ERIC can do to assist one another.
2:45 - 3:00	**BREAK**
3:00 - 3:30	**Small Group Discussion** (continued) Participants choose a second group topic to discuss.
3:30 - 4:00	**Wrap-up and Action Items** (Bob Stonehill/CERIC, Lynn Barnett/HE, Judi Conrad/EC)
4:00	**Meeting Adjourns**
4:30	**VIP Tour of Library of Congress**
5:30 - 7:00	**ERIC Directors Reception** -- Library of Congress (Madison Building, Montpelier Room)

ERIC

NATIONAL TECHNICAL MEETING

Westpark Hotel
Arlington, Virginia
May 10-12, 1989

AGENDA

Wednesday, May 10 (Dogwood Room)

8:30 - 9:00 **Continental Breakfast**

9:00 - 9:15 **Welcome and Introductions** (Lynn Barnett/HE, Margaret Mann/SP)

9:15 - 10:15 **System Updates** (with handouts) (Norbert Anthony/JC, Recorder)

1. Central ERIC (Bob Stonehill)
2. EDRS (Vic Fortin)
3. Oryx Press (Magon Kinzie
4. Facility (Ted Brandhorst)

10:15 - 10:30 **BREAK**

10:30 - 12:00 **Training Needs Assessment** (Jeannie Rennie/FL, Anita Colby/JC; Jane Henson/SO, Recorder)

This time will serve as a brainstorming and working group session for the ERIC Task Force on Training, chaired by Jeannie Rennie. It will identify system and Clearinghouse priorities in training needs. Come prepared with suggestions!

12:00 - 1:30 **LUNCH** (on your own)

1:30 - 2:15 ACCESS ERIC (Surprise Presenter; Kathleen McLane/EC, Recorder)

The newly-announced contractor will present a brief description of the plans proposed for ACCESS ERIC, and will answer questions. Focus will be the interaction between AE and the Clearinghouses. Lively question and answer session.

2:15 - 3:00 **User Services/Information Delivery** (Judy Wagner/CE, Vic Fortin/EDRS; Gail Londergan/CS)

The purpose of this session is to discuss ways that CHs answer user requests. When is it appropriate to refer calls to the Facility or EDRS? What kinds of off-the-shelf products are being used?

3:00 - 3:15 **ERIC Processing Manual Revision** (Lynn Barnett/HE)

The timetable and objectives of the 18-month project to revise the EPM will be reviewed for the group as a whole.

3:15 - 3:30 **BREAK**

3:30 - 5:00 **CONCURRENT WORKING GROUPS** (Choose one)

EPM Revision

This session aims to get concrete suggestions on improvements to the EPM. Come prepared with (1) a copy of the current EPM chapter(s) on the topic that most affect you, and (2) your pet peeves, "wish we had..." ideas, examples of things that are confusing, etc. The Facililty will provide copies of addendums/ revisions that have been issued since the EPM publication.

a. **Acquisitions and Selection** (Joanna Eustace/Facility and Pat Coulter/CERIC; Cheryl Harrison/CE, Recorder)

b. **Abstracting** (Anita Colby/JC; Margot Eddy/ EC/FL/HE, Recorder)

c. **Indexing and Vocabulary** (Jim Houston/Facility; Norma Howard/PS, Recorder)

d. **CIJE** (new EPM section) (Magon Kinzie/Oryx Press; Darla Donke/FL, Recorder)

e. **Cataloging/Handling & Shipping/Data Entry (new section)/Database Changes** (Carolyn Weller, Ted Brandhorst/Facility; Mary Tregillis/SP, Recorder)

User Services Manual (proposed) (Judy Wagner/CE and Sue Klein/CERIC; Mary Lou Finne/EA, Recorder)

f. This is designed as a brainstorming working group on ideas for a possible system user services manual.

Thursday, May 11 (Dogwood Room)

8:30 - 9:00 **Continental Breakfast**

9:00 - 9:30 **Indexing Handbook** (Mary Lou Finne/EA, Jim Houston/Facility; Barb Minor/IR, Recorder)

This is a review of the new ERIC Indexing Handbook: Clearinghouse Indexing Practices. Areas of new-found consensus will be celebrated and ways that the handbook can be used in trained will be suggested.

9:30 - 10:15 **Monthly Statistics** (Nancy Krekeler/CERIC; Linda Shinn/SE, Recorder)

Lingering questions about the definitions of some statistical categories will be answered.

10:15 - 10:30 **BREAK**

10:30 - 11:00 **Online Acquisitions Data Report** (Ted Brandhorst/Facility; Linda Miller/RC, Recorder)

The Facility plans to have the online ADR operational by July 1989. This session will review how it will work. Questions and answers. Handout.

11:00 - 12:00 **Technology in House** (Jane Henson/SO, Mima Spencer/PS; Wendy Schwartz/UD, Recorder)

Issues that have surfaced with the ERIC Task Force on Technology will be reviewed briefly. The session will include examples of useful training materials and "how-to" techniques and success stories including:

-- "ERIC Highlights" project on SpecialNet (Kathleen McLane/EC)

-- Uploading demonstration (Sandra Kerka/CE)

-- Ventura/PageMaker summaries (Mary Lou Finne/EA)

Participants should bring examples of useful templates they've developed (for WordPerfect, Lotus) for document resumes, vocabulary development, acquisition agreement form, etc. Bring sample paper and disk copies that you are willing to share. Handouts and hands-on demonstrations.

12:00 - 12:15 **BREAK** for room set up for luncheon

12:15 - 1:30 **GROUP LUNCH** (Dogwood Room)

1:30 - 2:30 **Desktop Publishing: Samples and Strategies** (Chris Rigaux/HE, Bob Schmitt/Public Interest Computer Association, Washington, DC; Brad Goins/PS, Recorder)

After a quick synopsis of one Clearinghouse's recent experience, an expert will present information on costs, obstacles, planning, and implementation, suggestions suitable for any product. This is a follow-on session to last year's introductory session. Handouts.

2:30 - 3:15 **Graphic Design** (Cindy Fowler/Graves, Fowler and Associates, Silver Spring, MD; Chris Rigaux/HE, Recorder)

A design expert will give hints for effective design and layouts for brochures, flyers, etc.

3:15 - 3:30 **BREAK**

3:15 - 4:15 **Networking: Generic Tips for Making Personal Connection** (Margaret Mann/SP; Sandra Kerka/CE, Recorder)

This session will present techniques useful for collaborating with Partners, acquisitions sources, professional organizations, and even other ERIC staff.

4:15 - 5:00 **Special Interest Round Tables**

1. Indexing & Vocabulary Development (Jim Houston/Facility)
2. RIE Editing (Carolyn Weller & Facility Editors)
3. Workshop Logistics (Ellie Macfarlane/CS)
4. Acquisitions (Cheryl Harrison/CE)
5. Searching (Bill Code/FL)
6. Statistical Reporting (Nancy Krekeler/CERIC)
7. CIJE (Magon Kinzie/Oryx)
8. Administrative Issues (Mima Spencer/PS)

Friday, May 12 (Shenandoah C)

8:30 - 9:00 **Continental Breakfast**

9:00 - 9:45 **Special Interest Round Tables**

1. Indexing & Vocabulary Development (Jim Houston/Facility)
2. Workshop Logistics (Ellie Macfarlane/CS)
3. Acquisitions (Cheryl Harrison/CE)
4. Searching (Bill Code/FL)
5. Statistical Reporting (Nancy Krekeler/CERIC)
6. CIJE (Magon Kinzie/Oryx)
7. Administrative Issues (Mima Spencer/PS)
8. Other

9:45 - 10:45 **Vendor Demonstrations: ERIC on CD-ROM**

-- DIALOG (Ulrike Richardson/DIALOG)

-- OCLC (Mary Marshall/OCLC)

-- Silver Platter (Ted Brandhorst and Joanna Eustace/ERIC Facility)

This session will give ERIC staff a chance to compare systems, ask questions about each, and give suggestions for improvements.

11:00 - 12:00 **Conclusions and Wrap-up**

Discussion, suggestions, follow-up, recommendations to Steering Committee, evaluation of the meeting.

12:00 **Meeting Adjourns**

12:30 - 2:30 **ERIC Technical Steering Committee Meeting**

ERIC SYSTEM FAX NUMBERS

ERIC Component	FAX Number	Regular Telephone
CERIC	*(202) 357-6859*	(202) 357-6289
FACILITY	*(301) 948-3695*	(301) 590-1420
Secondary FAX numbers:	*(301) 670-2160*	
	(301) 670-2381	
EDRS	*(703) 823-0505*	(800) 227-ERIC
		(703) 823-0500
ORYX	*(602) 253-2741*	(800) 457-ORYX
		(602) 254-6156
CE	*(614) 292-1260*	(800) 848-4815
		(614) 292-4353
CG	*(313) 747-2425*	(313) 764-9492
CS (contact Roberta Van Pelt at (812) 855-4053)	*(812) 855-3044**	(812) 855-5847
Secondary FAX number:	*(812) 855-0431**	
EA	*(503) 686-3127**	(503) 686-5043
EC	*(703) 264-9494*	(703) 620-3660
FL	*(202) 659-5641**	(202) 429-9551
HE	*(202) 296-8379**	(202) 296-2597
IR	*(315) 443-5732*	(315) 443-3640
JC	*(213) 206-8460**	(213) 825-3931
PS (contact Dorothy Norman at (217) 333-0961)	*(217) 333-5847**	(217) 333-1386
RC	*(304) 347-0487*	(800) 624-9120
		(304) 347-0400
SE	*(614) 292-4315**	(614) 292-6717
SO	*(812) 855-3044**	(812) 855-3838
Secondary FAX number:	*(812) 855-5678**	
SP	*(202) 457-8095*	(202) 293-2450
TM	*(202) 342-5033**	(202) 342-5060
UD	*(212) 678-4048*	(212) 678-3433

**Notify recipient before sending FAX message.*

April 28, 1989

ERIC PROCESSING AND REFERENCE FACILITY
4350 EAST-WEST HIGHWAY, SUITE 1100, BETHESDA, MARYLAND 20814-4475
(301) 656-9723

OPERATED FOR THE U S DEPARTMENT OF EDUCATION *by* ORI Inc Information Systems

M E M O R A N D U M

March 22, 1989

TO: All ERIC System Components

FROM: Ted Brandhorst

SUBJECT: ERIC Processing Manual - General Revision - Suggestions Solicited

The existing ERIC Processing Manual (EPM) was written in sections across a two year span in the early 1980's. There have been dozens of revised pages issued over the years, but the bulk of the new and revised processing guidance has been issued as items in the ERIC Administrative Bulletin (EAB) (or as separate memos). The volume of this material is now such that the time has come for a general revision of the EPM that will incorporate all appropriate advice, guidance, rules, lists, new forms, examples, etc., that has not yet been integrated. The EPM is basically sound and we do not anticipate any major divergences from current ERIC practices, but it needs to be brought up-to-date in many small ways, it needs to state the latest Central ERIC processing policies, it needs to address certain new system-wide developments (such as standardized hardware capabilities, adjunct Clearinghouses, etc.). In addition, there is the fact that the EPM has been virtually out-of-print for some time and shelf stock needs to be replenished.

The ERIC Facility will be responsible for performing this revision and reprinting task. Ted Brandhorst will be the general editor. Individual sections will be assigned to specialists as appropriate, e.g. Joanna Eustace to the Acquisitions section. Sue Klein will be the Central ERIC liaison on the project. The Technical Steering Committee, under the chair of Lynn Barnett, will be closely consulted throughout the project and will review all sections. It is projected that this task will take approximately 18 months to complete.

One of the first stages of the work will be to assemble all suggestions and recommendations from within the system for changes or additions to the EPM. This will be done in four ways:

1. The EAB for the past seven years will be culled for all articles pertaining to processing. These will be grouped according to applicable EPM section for systematic consideration during work on each section..

2. The revision pages for the past seven years will be assembled and also grouped by EPM section to which they apply.

3. At the National Technical Meeting in May, time will be set aside on the agenda for discussion of EPM revision, both in general and section-by-section. "Tables" will be set up for each major section and Clearinghouses will be asked to come prepared to give voice to their major EPM needs and to contribute to the revision process. The materials gathered together in points 1 and 2 above will be made available at the appropriate "Tables".

4. All system components, especially Clearinghouses, are, by this memo, invited to submit their ideas for the EPM to the Facility at their earliest convenience, attention "EPM Revision Project". One excellent way to communicate precise suggestions is to annotate xerox copies of existing EPM pages. This call for suggestions is a general one and you may treat any section you wish. In addition to this general call, each major section will be "highlighted" for a two month period beginning immediately. For example, during April/May the "Acquisitions" section will be the focus. Clearinghouse Acquisitions Coordinators should re-read this section during that two month period and should ensure that nothing they feel they need goes unmentioned. The hope is that this "Section-of-the-Month" approach will foster re-acquaintance with the EPM and will get all appropriate staff involved.

A rough schedule for the project is attached. Meeting that schedule will depend a great deal on your help.

Your contributions to this project will be much appreciated. The EPM we build today will be the EPM that guides ERIC processing work into the 1990's.

P.S. ERIC has other manuals which may also require revision and/or interpretation, e.g. ERIC Policy Manual, Administrative Procedures and Guidelines for ERIC Clearinghouse Management. It is also possible to conceive of possible new manuals that might be needed in the future, e.g. ERIC Reference Manual, ERIC User Services Manual, etc. Please note that the project described in this memo is limited to revision of the "Processing" manual and should not be confused with efforts to revise other manuals (though all ERIC manuals must, of course, be consistent with one another). Database-building is the focus here.

Attachment: EPM Revision - Schedule

cc: S. Klein
K. Arundel

WTB:ts

EPM Revision - Schedule

March 1989	Call for Revision Suggestions Assemble EAB Articles Pertaining to EPM
April/May 1989	"Acquisitions" Section Highlighted
May 8-12, 1989	National Technical Meeting Discussion of EPM
June/July 1989	"Selection" Section Highlighted
Aug./Sept. 1989	"Handling & Shipping" Section Highlighted
Oct./Nov. 1989	"Cataloging" Section Highlighted
Dec./Jan. 1989/90	"Abstracting" Section Highlighted
Feb./March 1990	"Indexing" Section Highlighted
April/May 1990	"Vocabulary Maintenance" Sections Highlighted
June 1990	"Data Entry" Section Highlighted
July 1990	"Database Changes (Post-Publication)" Section Highlighted
August 1990	"(CIJE Section (New) Highlighted
September 1990	Index to EPM Prepared
October 1990	Camera-Ready Copy Assembled
November 1990	New EPM Printed

EPM Section		Lead Writer	"Highlighted" Period
Number	Name		
I	Introduction	Brandhorst	——
II	Acquisitions	Eustace	April/May 1989
III	Selection	Eustace	June/July 1989
IV	Handling & Shipping	Brandhorst	Aug./Sept. 1989
V	Cataloging	Weller	Oct./Nov. 1989
VI	Abstracting/Annotating	Brandhorst	Dec./Jan. 1989/90
VII	Indexing	Houston	Feb./March 1990
VIII A.	Vocabulary Maintenance —Descriptors	Houston	April/May 1990
B.	Vocabulary Maintenance —Identifiers	Houston	Apr./May 1990
IX	Data Entry	Brown	June 1990
X	Database Changes (Post-Publication)	Weller	July 1990
——	CIJE (New)	Brandhorst	August 1990

ERIC ACQUISITIONS ARRANGEMENTS (EAA) LIST - MARCH 1989

***Agency for Instructional Technology**
Bloomington, IN

CH: IR START DATE: 88
LEVEL: 2 AUTHORIZER: W. B. Perrin
NOTE: Blanket, scope, cite availability
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%*Agency for Instructional Technology
Bloomington, IN

CH: SO START DATE: 86
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Alabama State Dept. of Education
Div. of Vocational Education Services
Montgomery, AL

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%Alaska State Commission on the Status of Women
Anchorage, AK

CH: RC START DATE: 85
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Alaska State Dept. of Education
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Juneau, AK

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Faculty of Home Economics
Edmonton, Alberta
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%American Association of Univ. Professors
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GED Testing Service
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%American Vocational Association
Alexandria, VA

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Anchorage Community College
Aviation/Architectural & Engineering
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%Arizona State Dept. of Education
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%Arkansas State Dept. of Education
Div. of Vocational and Technical Education
Little Rock, AR

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Arts Education Research Center
Illinois Univ. at Urbana-Champaign
College of Applied and Fine Arts
809 S. Wright St.
Champaign, IL

CONTACT: Theodore Zernich, Director
EFAA NO: Informal START DATE: 88
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%Asian-South Pacific Bureau of Adult Education
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Association for Continuing Higher Education
Evansville, IN

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Association for the Advancement of Rehabilitation Technology (RESNA)
Washington, DC

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Association of Independent Colleges and Universities in New Jersey
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Association of New York State Educators of the Emotionally Disturbed
Scottsville, NY

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California State Commission for the Review of the Master Plan for Higher Education
Sacramento, CA

CH: JC START DATE: 87
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California State Dept. of Education
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California State Dept. of Education
Special Education Div.
Resources in Special Education (RISE)
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California State Dept. of Youth Authority
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%California Univ. at Los Angeles (UCLA)
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%Canadian Commission of Employment and Immigration
Occupational and Career Information Branch
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Calabasas, CA

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Center for Immigration Studies
Washington, DC

CH: SO START DATE: 88
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Center for Research on the Context of Secondary School Teaching
Stanford University
CERAS Bldg., #402 S.
Stanford, CA 94305

CONTACT: Milbrey W. McLaughlin, Director
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Center for the Learning and Teaching of Elementary Subjects
Michigan State University
510 Erickson Hall
East Lansing, MI 48824

CONTACT: Penelope L. Peterson, Co-Director
EFAA NO: Informal START DATE: 88
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Center for the Learning and Teaching of Literature
State Univ. of New York (SUNY) at Albany
1400 Washington Ave.
Albany, NY 12222

CONTACT: Arthur N. Applebee, Director
EFAA NO: Informal START DATE: 88
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Center for the Learning and Teaching of Mathematics
Univ. of Wisconsin (WCER)
1025 West Johnson St.
Madison, WI 53706

CONTACT: Thomas A. Romberg, Director
EFAA NO: Informal START DATE: 88
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Center on Teacher Education
East Lansing, MI

EFAA No.: Informal
NOTE: See: National Center for Research on Teacher Education

Chicago Panel on Public School Policy and Finance
Chicago, IL

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LEVEL: 1 AUTHORIZER: G. A. Hess
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Coalition Concerned with Adolescent Pregnancy (CCAP)
Santa Ana, CA

CH: CG START DATE: 87
LEVEL: 1 AUTHORIZER: C. Scheinberg
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%Colorado State Community College and Occupational Education System
Denver, CO

CH: CE START DATE: 80
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%Connecticut State Dept. of Education
Div. of Vocational, Technical and Adult Education
Middleton, CT
CH: CE START DATE: 80
LEVEL: 1 AUTHORIZER: V. K. Pichanick
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Corporate Council on the Liberal Arts
New York, NY

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Correctional Education Association
College Park, MD

CH: CE START DATE: 88
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Council of the Great City Schools
Washington, DC

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Council on Library Resources, Inc.
Washington, DC

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Critical Thinking Press
South Hamilton, MA

CH: SO START DATE: 88
LEVEL: 2 AUTHORIZER: K. O'Reilly
NOTE: Blanket
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Curriculum Development Centre
Woden, A. C. T.
AUSTRALIA

CH: EA START DATE: 88
LEVEL: 1 AUTHORIZER: C. Vening
NOTE: Blanket
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Deakin University Press
Victoria
AUSTRALIA

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LEVEL: 2 AUTHORIZER: F. Warby
NOTE: Blanket
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%Delaware State Dept. of Public Instruction
Div. of Vocational Education
Dover, DE

CH: CE START DATE: 80
LEVEL: 1 AUTHORIZER: R. J. Williams
NOTE: Blanket
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%Denver University
Center for Teaching International Relations (CTIR)
Denver, CO

CH: SO START DATE: 78
LEVEL: 2 AUTHORIZER: S. Clarke
NOTE: Blanket, cite availability
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%Designs for Change
Chicago, IL

CH: EA START DATE: 83
LEVEL: 1 AUTHORIZER: K. B. Yates
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East Texas State University
Center for Policy Studies and Research
in Elementary and Secondary Education
Commerce, TX

CH: EA START DATE: 88
LEVEL: 1 AUTHORIZER: F. W. Lutz
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xEastern Michigan University
National Center on Teaching and Learning
Ypsilanti, MI

CH: CE

Eastern Michigan University
The World College
Ypsilanti, MI

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Family Planning Services of Cumberland and Gloucester Counties
Bridgeton, NJ

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Family Research Council of America, Inc.
Washington, DC

CH: CG START DATE: 87
LEVEL: 1 AUTHORIZER: W. R. Mattox, Jr
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%Florida Council on Vocational Education
Tallahassee, FL

CH: CE START DATE: 84
LEVEL: 1 AUTHORIZER: J. A. Culligan
NOTE: Blanket, automatic, formerly: Florida State Advisory Council on Vocational and Technical Education
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Florida Junior College
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Jacksonville, FL

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Florida State Dept. of Education
Div. of Community Colleges
Tallahassee, FL

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Florida State Postsecondary Education Planning Commission
Tallahassee, FL

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%Further Education Curriculum Review and Development Unit
London
ENGLAND

CH: CE START DATE: 82
LEVEL: 1 AUTHORIZER: D. H. Drysdale
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%Gallaudet University
Center for Assessment & Demographic Studies
Washington, DC

CH: EC START DATE: 78
LEVEL: 1 AUTHORIZER: A. Schildroth
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Gallaudet University
Dept. of Administration and Supervision
Washington, DC

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LEVEL: 1 AUTHORIZER: R. C. Johnson
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Gallaudet University
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CH: CE START DATE: 88
LEVEL: 2 AUTHORIZER: L. M. Goldberg
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%German Foundation for International Development
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Grant (W. T.) Foundation
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LEVEL: 1 AUTHORIZER: L. Tredway
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Agana, Guam

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%Hawaii University
Office of the State Director for

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Honolulu, HI

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Hudson Institute
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LEVEL: 1 AUTHORIZER: S. L. Meiner
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Idaho State Div. of Vocational Education
Boise, ID

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Illinois State Board of Education
Dept. of Adult, Vocational, and Technical Education
Springfield, IL

CH: CE START DATE: 88
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Office of Urban Assistance
Springfield, IL

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LEVEL: 1 AUTHORIZER: E. L. Rinehart
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Indiana State Dept. of Public Instruction
Center for School Improvement and Performance
Indianapolis, IN

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Indiana State Dept. of Public Instruction
Div. of Adult Education
Indianapolis, IN

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LEVEL: 1 AUTHORIZER: M. Andrews
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Indiana University
Consortium on Educational Policy Studies
Bloomington, IN

CH: EA START DATE: 88
LEVEL: 1 AUTHORIZER: M. McCarthy
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Indiana University
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LEVEL: 2 AUTHORIZER: H. J. Schroeder

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Indiana Univ.-Purdue Univ. at Indianapolis (IUPU)
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Geography Educators Network of Indiana (GENI)
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LEVEL: 1 AUTHORIZER: F. L. Bein
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Institute for Independent Education
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LEVEL: 1 AUTHORIZER: J. D. Ratteray
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New York, NY

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LEVEL: 2 AUTHORIZER: S. Malkowski
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%Institute of Lifetime Learning
American Association of Retired Persons
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LEVEL: 1 AUTHORIZER: S. Ungerleider
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International League of Societies for Persons with Mental Handicap
Brussels
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LEVEL: 1 AUTHORIZER: P. J. Renoir
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%Joint Council on Economic Education
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K M Associates
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LEVEL: 1 AUTHORIZER: M. Shivanandan
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Kamehameha Schools/Bernice Pauahi Bishop Estate
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%Kansas State Dept. of Education
Vocational Education Section
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Frankfort, KY

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Kentucky State Legislative Research Commission
Program Review and Investigations
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Manhattan College Center for Professional Ethics
Bronx, NY

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LEVEL: 1 AUTHORIZER: J. R. Wilcox
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Maryland State Advisory Council on Vocational-Technical Education
Annapolis, MD

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LEVEL: 1 AUTHORIZER: M. R. Morton
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Maryland State Dept. of Education
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Medical Library Association
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Adult Extended Learning Services
Lansing, MI

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Survey Research Center
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National Study of Black College Students
Ann Arbor, MI

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LEVEL: 1 AUTHORIZER: W. R. Allen
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Div. of Curriculum and Instruction
Milwaukee, WI

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LEVEL: 1 AUTHORIZER: H. A. Curtain
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Minnesota State Dept. of Education
Staff Development and Instructional Design
St. Paul, MN

CH: EA START DATE: 88
LEVEL: 1 AUTHORIZER: R. J. Mesenburg
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Minnesota State Dept. of Health
Center for Health Statistics
Minneapolis, MN

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LEVEL: 1 AUTHORIZER: P. Gunderson
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LEVEL: 1 AUTHORIZER: J. H. Weir
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%Mississippi State University
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%Missouri State Dept. of Elementary and Secondary Education
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Adult Education
Jefferson City, MO

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Missouri State Dept. of Elementary and Secondary Education
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Jefferson City, MO

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Adult Basic Education
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%Montana State Office of the Superintendent of Public Instruction
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%Nashville-Davidson County Metropolitan Public Schools
Research and Evaluation Office
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%National Alliance of Business, Inc.
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National Black Child Development Institute
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LEVEL: 2 AUTHORIZER: V. D. Pinkston
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%National Center for Research on Teacher Education
MSU/56 Erickson Hall
East Lansing, MI 48824

CONTACT: Sharon Jourdan, Pubs. Asst.
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%National Center for the Improvement of Science Education
290 South Main St.
Andover, MA 01810

CONTACT: Senta Raizen, Director
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%National Clearinghouse for Bilingual Education (NCBE)
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LEVEL: 1 AUTHORIZER: E. C. Rice
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%National Committee for Citizens in Education
10840 Little Patuxent Parkway, Suite 301
Columbia, MD 21044

CONTACT: Chrissie Bamber
EFAA NO.: 323 START DATE: 88
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National Community Education Association
Alexandria, VA

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LEVEL: 1 AUTHORIZER: M. R. Boo
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National Council of Churches of Christ Education in the Society
New York, NY

CH: UD START DATE: 87
LEVEL: 1 AUTHORIZER: M. L. Shafer
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National Endowment for the Arts (NEA)
Research Division
1100 Pennsylvania Ave., NW, Room 706
Washington, DC 20506

CONTACT: Tom Bradshaw, Acting Director
EFAA NO.: 321 START DATE: 88
LEVEL: 1
NOTE: Federal Agency
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National Governors' Association
444 North Capitol St.
Washington, DC 20001

CONTACT: Rae Bond, Dir. of Public Affairs
EFAA NO.: 322 START DATE: 88
LEVEL: 2 AUTHORIZER: R. Y Bond
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National Inst. of Independent Colleges and Universities
Washington, DC

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LEVEL: 1 AUTHORIZER: F. J. Balz
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National Livestock and Meat Board
Education Dept.
Chicago, IL

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LEVEL: 1 AUTHORIZER: M. Lambe
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National Staff Development Council
Oxford, OH

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%Neuchatel University
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%Nevada State Dept. of Education
400 West King St.
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NOTE: Individual release by author, automatic
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New Hampshire University
Family Research Laboratory
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CH: CG START DATE: 88
LEVEL: 1 AUTHORIZER: M. A. Straus
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New Jersey State Dept. of Education
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CH: CE START DATE: 88
LEVEL: 1 AUTHORIZER: L. J. Newbaker, Jr.
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New South Wales University
Tertiary Education Research Centre
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AUSTRALIA

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LEVEL: 1 AUTHORIZER: J. P. Powell
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North Carolina Arts Council
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LEVEL: 1 AUTHORIZER: A. Weaver
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Northeast Missouri State University
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Northeast Regional Center for Rural Development
University Park, PA

CH: RC START DATE: 87
LEVEL: 1 AUTHORIZER: D. K. Heasley
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Northern Iowa University
Midwest History of Education Society
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CH: SO START DATE: 88
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%Northwest Regional Educational Laboratory (NWREL)
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xOak Ridge Associated Universities
Manpower Education Research and Training Div.
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Ohio Association of Two Year Colleges
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%Ohio State Council on Vocational Education
Westerville, OH

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LEVEL: 1 AUTHORIZER: J. L. Davis
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Adult and Community Education Section
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%Ohio State Dept. of Education
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Research Div.
Stillwater, OK

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LEVEL: 2 AUTHORIZER: E. N. Askov
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%Pennsylvania State University
Inst. for the Study of Adult Literacy
Adult Literacy and Technology Project
University Park, PA

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LEVEL: 2 AUTHORIZER: E. N. Askov
NOTE: Blanket, cite availability
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%Pennsylvania State University
Office of Continuing Professional Education
University Park, PA

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LEVEL: 1 AUTHORIZER: D. S. Queeney
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%Pittsburg State University
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Pittsburg State University
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LEVEL: 1 AUTHORIZER: R. B. Wilkinson
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%Public Education Association
New York, NY

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Public School Forum of North Carolina (The)
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Rhode Island College
School of Education & Human Development
Providence, RI

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% San Jose/Evergreen Community College District
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LEVEL: 1 AUTHORIZER: R. W. Goff
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%South Australian College of Advanced Education
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Underdale, S. A.
AUSTRALIA

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South Carolina State Dept. of Education
Office of Vocational Education
Columbia, SC

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LEVEL: 1 AUTHORIZER: R. T. Benson
NOTE: Blanket
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Southern Association for Institutional Research
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Mississippi State, MS

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Inst. for Language Teaching
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CH: FL START DATE: 88
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%Technology Education for Children Council
Cape Girardeau, MO

CH: CE START DATE: 80
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Texas Education Agency
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Austin, TX

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%Texas Technical University
Home Economics Curriculum Center
Lubbock, TX

CH: CE START DATE: 81
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%Texas Technical University
National Center for Small Schools
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CH: RC START DATE: 82
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University Council for Vocational Education
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%University System of Georgia
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NOTE: Blanket, automatic, scope
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%Upjohn (W. E.) Institute for Employment Research
Kalamazoo, MI

CH: CE START DATE: 82
LEVEL: 2 AUTHORIZER: C. C. Clark
NOTE: Blanket, monitor & request
SEND MF TO: Contributor/Author

%Urban Institute
Washington, DC

CH: UD START DATE: 87
LEVEL: 2 AUTHORIZER: L. A. Williamson
NOTE: Blanket, automatic, scope, & non-scope transfer, cite availability
SEND MF TO: Organization Contact

%Vermont State Dept. of Education
Div. of Adult and Vocational-Technical Education
Montpelier, VT

CH: CE START DATE: 81
NOTE: Individual release
SEND MF TO: Contributor/Author

%Virginia State Dept. of Education
Adult Education Service
Richmond, VA

CH: CE START DATE: 80
LEVEL: 1 AUTHORIZER: L. L. McLendon
NOTE: Blanket for 310 Special Project publications
SEND MF TO: Contributor/Author

Virginia University
Center for Public Service/Teacher Resource Service
Charlottesville, VA

CE: SO START DATE: 88
LEVEL: 1 AUTHORIZER: T. W. Long
NOTE: Blanket for The Quarterly
SEND MF TO: Contributor/Author

Vocational Curriculum Resource Center of Maine
Fairfield, ME

CH: CE START DATE: 88
LEVEL: 1 AUTHORIZER: S. N. Donar
NOTE: Blanket, automatic
SEND MF TO: Contributor/Author

Wake Forest University
Center for R&D in Law-Related Education
Winston-Salem, NC

CH: SO START DATE: 88
LEVEL: 2 AUTHORIZER: J. Van Camp
NOTE: Blanket, automatic, cite availability
SEND MF TO: Organization Contact

Washington Business Group on Health
Prevention Leadership Forum
Washington, DC

CH: CE START DATE: 87
LEVEL: 2 AUTHORIZER: M. Jacobson
NOTE: Blanket for Worksite Wellness series, cite availability
SEND MF TO: Contributor/Author

%Washington State Board for Vocational Education
Olympia, WA

CH: CE START DATE: 81
LEVEL: 1 AUTHORIZER: W. S. Wong
NOTE: Blanket
SEND MF TO: Contributor/Author

Washington University
Center for Educational Renewal
Seattle, WA

CH: EA START DATE: 88
LEVEL: 1 AUTHORIZER: J. Goodlad
NOTE: Blanket
SEND MF TO: Organization Contact

Washington University
High Priority Infant Tracking Project
Seattle, WA

CH: EC START DATE: 88
LEVEL: 1 AUTHORIZER: P. J. Biro
NOTE: Blanket
SEND MF TO: Organization Contact

Wisconsin State Legislative Council
Madison, WI

CH: CG START DATE: 87
LEVEL: 1 AUTHORIZER: B. Reese
NOTE: Blanket, automatic, scope & non-scope transfer
SEND MF TO: Organization Contact

%Wisconsin University
Employment & Training Institute
Milwaukee, WI

CH: CE START DATE: 81
LEVEL: 1 AUTHORIZER: J. Pawasarat
NOTE: Blanket
SEND MF TO: Contributor/Author

Wisconsin University-Madison
Vocational Studies Center
Madison, WI

CH: CE START DATE: 88
LEVEL: 2 AUTHORIZER: K. J. Ruzicka
NOTE: Blanket, monitor & request, cite availability
SEND MF TO: Contributor/Author

Wisconsin University-Stout
Center for Vocational, Technical and Adult Education
Menomonie, WI

CH: CE START DATE: 81
LEVEL: 1 AUTHORIZER: O. Nelson
NOTE: Blanket, cite availability
SEND MF TO: Contributor/Author

%Wisconsin University-Stout
Stout Vocational Rehabilitation Institute
Materials Development Center
Menomonie, WI

CH: CE START DATE: 80
LEVEL: 1 AUTHORIZER: R. R. Fry
NOTE: Blanket, monitor & request
SEND MF TO: Contributor/Author

%*World Bank
Washington, DC

EFAA NO.: 262 START DATE: 81
LEVEL: 1 AUTHORIZER: J. Feather
NOTE: Blanket, automatic, cite availability
SEND MF TO: Contributor/Author

World Education Inc.
Boston, MA

CH: CE START DATE: 88
LEVEL: 1 AUTHORIZER: D. Eddy
NOTE: Blanket for World Education Reports
SEND MF TO: Contributor/Author

%World Rehabilitation Fund
International Exchange of Experts (IEE)
New York, NY

CONTACT: Diane Woods, Project Director
CH: EC START DATE: 81
LEVEL: 1 AUTHORIZER: D. E. Woods
NOTE: Blanket for IEE and Information in Rehabilitation series, automatic, cite availability
SEND MF TO: Organization Contact

World Without War Council-Midwest
Chicago, IL

CH: SO START DATE: 82
NOTE: Individual release, monitor &request
SEND MF TO: Contributor/Author

ERIC TECHNICAL STEERING COMMITTEE RECOMMENDATIONS

1988

ERIC Technical Steering Committee

Recommendations to Central ERIC in 1988

The following recommendations were submitted to Central ERIC in March and September 1988. They are based on issues raised by ERIC technical staff or throughout the year and at the National Technical Meeting, as well as requests from Central ERIC.

88-1	EPM Revision: Citing References in Abstracts
88-2	EPM Revisions: CIJE and MDRF Procedures
88-3	CIJE Validation of Identifiers
88-4	CIJE Source Journal Index Format
88-5	Monthly Statistical Report Categories
88-6	Annual Report Guidelines Revision
88-7	Standing Order Customer Assignments
88-8	National Diffusion Network Assignments
88-9	ERIC Partners List
88-10	ERIC Partners - Acquisitions
88-11	Level 3 Documents
88-12	Acquisitions - Labs/Centers
88-13	Acquisitions - NDN
88-14	Annual National Technical Meeting
88-15	Director/Tech Meeting Scheduling
88-16	Topical Training Workshops
88-17	OERI Policy on ERIC Attribution
88-18	EDRS ERIC Starter Kit
88-19	Definitions of Monthly Statistical Report Categories
88-20	Annual Report Guidelines
88-21	SOC List Distribution
88-22	EDO File -- Clearinghouse Review
88-23	Digest Revisions
88-24	ERIC Processing Manual Revision
88-25	Descriptor Validation Software
88-26	ERIC Administrative Manual Revision
88-27	System Publications/Reports
88-28	ERIC Participation in NDN National Meeting

88-1 EPM REVISION: CITING REFERENCES IN ABSTRACTS

RECOMMENDATION: Modify the ERIC Processing Manual to include the instruction to cite at the end of an abstract the number of references in a document, when the numbers are significant or when the items cited are seminal works. The format would be simply "X references." before the abstractor's initials. If references follow each chapter or conference paper, a statement to that effect would also be added to the abstract. This addition to the abstract field (rather than the current haphazard inclusion in the note field) will be helpful to users looking for the most substantial documents within a search. This suggestion was endorsed at the National Technical Meeting, March 24, 1988.

CERIC ACTION: Approved; referred to Facility.
Comment: This new procedure will be incorporated in the ERIC Processing Manual by the ERIC Facility.

88-2 EPM REVISIONS — CIJE & MRDF PROCEDURES

RECOMMENDATION: Document in the ERIC Processing Manual the procedures for (1) making changes to CIJE coverage and (2) preparing input for machine readable data files (MRDF), also known as "ERICSTAT."

CERIC ACTION: Approved; referred to Facility.
Comment: A comprehensive revision of the ERIC Processing Manual is not included in the current ERIC Facility contract. Revising the EPM to reflect (l) new CIJE coverage and (2) MRDF procedures is fairly extensive and must wait until a new contract is awarded. Because of some apparent confusion among system components, we are restating the procedures to be followed by each clearinghouse when making changes to its CIJE coverage.

- The clearinghouse will write to its program monitor about the changes it wishes to make and will include an updated list of all the journals.
- Program monitor will approve, disapprove or modify the request by letter.
- The clearinghouse will then notify ORYX Press directly about the changes. All new journals must include the name and addresses of the publishers.

By June l5 the ERIC Facility will distribute the final version of ERICSTAT guidelines to each of the l6 clearinghouses.

88-3 CIJE VALIDATION OF IDENTIFIERS

RECOMMENDATION: Suggest that Oryx Press, when preparing the monthly CIJE indexes, validate the assigned identifiers against the Identifier Authority List computer tape, and bring identifiers in conformance with EPM guidelines. The Facility will provide specific guidance. This will eliminate multiple versions of similar

identifiers and will help maintain the quality of the indexing in the database.

CERIC ACTION: Approved; referred to Oryx Press.
Comment: ORYX Press has agreed to do this. The ERIC Facility has agreed to immediately furnish ORYX Press with an IAL tape. They will follow up with a telephone conference call to discuss procedures for handling unacceptable identifiers.

88-4 CIJE SOURCE JOURNAL INDEX FORMAT

RECOMMENDATION: Request that Oryx Press include in the Source Journal Index, which lists all journals indexed in CIJE, a breakout of journals covered by Clearinghouse. Often users request a list (with subscription information) of subject-area journals indexed by a Clearinghouses, and this would be a handy, attractive way to present it to them.

CERIC ACTION: Approved; referred to ORYX Press.
Comment: ORYX Press will include in the semiannual publication of the Source Journal Index (June and December issues) a breakout by each clearinghouse of a list of all the journals (with subscription information) indexed by a clearinghouse. This breakout is in addition to the alphabetical listing now included in the monthly CIJE issues. ORYX Press will also send each clearinghouse in May a listing of each journal covered by the clearinghouse. This handout can be reproduced by each clearinghouse and be given to users.

88-5 MONTHLY STATISTICAL REPORT CATEGORIES

RECOMMENDATION: Clarify in writing the definitions of the categories on the new monthly statistical report form. In particular, the categories of users are confusing. A cross-reference chart similar to the one in the Thesaurus for pubtypes would be useful for the user categories (e.g., look up "college trustee" on the chart and see that user category "governing body" should be used). There is also need for clearer definition of publications and other categories, such as book reviews of Clearinghouse monographs and other major products.

CERIC ACTION: Approved; referred to Bob Stonehill.
Comment: A format for monthly reporting has been prepared, reviewed, and revised. Where required, explanations and definitions have been provided. A corss-reference chart will be developed and expanded over time to eliminate ambiguity in reporting statistical information.

88-6 ANNUAL REPORT GUIDELINES REVISION

RECOMMENDATION: Prepare and distribute revised guidelines on how to prepare the annual report in light of current requirements for Clearinghouses to submit monthly reports to Central ERIC. There is some confusion as to what kind of report will be required on an annual basis, and that influences the data and

materials collected by the technical and managerial staffs during the course of the year.

CERIC ACTION: Approved; referred to Bob Stonehill.
Comment: An outline for an annual report will be prepared, circulated for review, and revised for clearinghouse use. A draft format will be circulated in June, 1988.

88-7 STANDING ORDER CUSTOMER ASSIGNMENTS

RECOMMENDATION: Maintain the current Clearinghouse assignments for Standing Order Customer (SOC) responsibilities, at least until ACCESS ERIC and the new Clearinghouses are fully operational. Reassignment of SOCs at this time to better align new Clearinghouses geographically with their SOCs would simply disrupt long-standing arrangements and networks.

CERIC ACTION: Approved.
Comment: We approve this interim recommendation to maintain current Clearinghouse assignments for Standing Order Customers, with one caveat. The Clearinghouse on Elementary and Early Childhood Education will serve Illinois SOCs. Central ERIC is currently considering other options relating to SOCs which may involve ACCESS ERIC and the Regional Educational Laboratories.

88-8 NATIONAL DIFFUSION NETWORK ASSIGNMENTS

RECOMMENDATION: Assign NDN state facilitators to ERIC Clearinghouses in the same way that Standing Order Customers are now assigned. There is currently no clear-cut procedure for ERIC/NDN communication.

CERIC ACTION: Disapproved.
Comment: We disapprove this recommendation to assign NDN state facilitators to ERIC clearinghouses in the same way that the SOCs are now assigned. There may be better ways for the ERIC system to work with NDN facilitators than to have the Clearinghouses serve them by geographical regions. We need to discuss strategies for ERIC and NDN collaboration with the NDN staff in more detail. A meeting between the two programs is scheduled for next fall.

88-9 ERIC PARTNERS LIST

RECOMMENDATION: Circulate among the Clearinghouses and ERIC Facility a combined list of organizations designated as "ERIC Partners" in Clearinghouse proposals, with the Clearinghouses for each Partner identified. Such a list would be the first step in looking at Partners in a systematic way and would help ACCESS ERIC avoid duplication.

CERIC ACTION: Approved; referred to Dorothy Myers.
Comment: A list of all ERIC Partners by clearinghouse is attached for distribution to all clearinghouses and the Facility. It should be noted that an organization may be a Partner with more than one clearinghouse as long as it is clear what services are expected. In cases where these relationships exists, clearinghouses should contact one another to assure that duplication of services does not occur. See Item 88-I0.

88-10 ERIC PARTNERS - ACQUISITIONS

RECOMMENDATION: Develop and distribute a statement that reinforces the necessity to maintain the current acquisitions arrangements as documented in the 1988 ERIC Acquisitions Arrangements List, and that precludes new ERIC Partners arrangements from disrupting long-standing arrangements with either Clearinghouses or the Facility.

CERIC ACTION: Approved; referred to Bob Stonehill
Comment: Central ERIC recognizes the need for a policy on how various ERIC components will interact with our new ERIC Partners. The task of developing a Partners Policy will be assigned to an CERIC staff member by the Director of ERIC.

88-11 LEVEL 3 DOCUMENTS

RECOMMENDATION: Include in the agenda for the September 1988 ERIC Directors meeting a discussion of Level 3 documents. ERIC as a system needs to determine where it stands, particularly on philosophical differences about adding federally-funded or other fugitive documents to the ERIC database at Level 3. The question is whether such additions are helpful or frustrating to users.

CERIC ACTION: Approved; referred to Bob Stonehill.
Comment: A well balanced discussion of level 3 coverage will be put on the agenda for the September Directors meeting.

88-12 ACQUISITIONS - LABS/CENTERS

RECOMMENDATION: Regarding lab/center documents, include as OERI policy that (1) the Clearinghouses will continue to maintain contact with the labs and centers by mailing fiche of their documents directly to the submitter, and (2) the OERI Acquisitions Officer for ERIC (currently Nancy Krekeler) will acquire additional fiche from EDRS to send to the lab/center project officers at OERI. Incorporate these guidelines in the ERIC Processing Manual.

CERIC ACTION: Approved; referred to Nancy Krekeler.
Comment: Once a policy is approved for OERI, the details as they relate to the Processing Manual will be prepared for inclusion into the Manual during the next revision.

88-13 ACQUISITIONS - NATIONAL DIFFUSION NETWORK

RECOMMENDATION: Incorporate into the responsibilities of the OERI Acquisition Officer for ERIC the assignment to acquire documents from NDN for inclusion in ERIC, including reports of demonstration projects and appropriate evaluation summaries.

CERIC ACTION: Approved; referred to Nancy Krekeler.
Comment: This will be taken into consideration in developing and implementing the policy on acquisitions. This topic should be discussed at the joint meeting of ERIC and NDN next fall.

88-14 ANNUAL NATIONAL TECHNICAL MEETING

RECOMMENDATION: Provide for 2 1/2 to 3-day annual tech meetings, in place of regional technical meetings. The rationale is that regional meetings do not allow for any decision-making as a system, and that the current geographic distribution of clearinghouses makes regional meetings very unbalanced (i.e., only 2 in the west). Annual national meetings could incorporate training and professional development skills, as well as tours of the Facility and EDRS, and general orientation for new staff.

CERIC ACTION: Approved.
Comment: We agree that regional technical meetings are no longer appropriate. All future technical meetings will be national for the duration of the current clearinghouse contracts. We will consider lengthening the 1989 meeting to permit time for professional training and contractor visits. All ERIC clearinghouses are funded to send two persons to technical meetings; sending other staff would be an allowable expenditure.

88-15 DIRECTORS/TECH MEETING SCHEDULING

RECOMMENDATION: Schedule the National Technical Meeting immediately prior to the ERIC Directors meeting, so that technical issues with policy implications can be brought to the attention of the directors at the joint session. When the tech meeting is last, there are questions and/or suggestions that are left unresolved.

CERIC ACTION: Disapproved.
Comment: This recommendation does not allow CERIC time for review and comment on issues raised at the technical meeting prior to further discussion at the Directors meeting. We feel this review is necessary and desirable. Throughout the year CERIC relies on the Technical Steering Committee to bring to its attention issues with policy implications.

88-16 TOPICAL TRAINING WORKSHOPS

RECOMMENDATION: Incorporate into the ERIC planning initiatives topic-specific training workshops for Clearinghouse staff. Each year could focus on a different issue (e.g., indexing, workshop presentations, acquisitions procedures, desktop

publishing). These 1-2 day workshops could address in depth problems that arise from national technical meetings, and they could result in more uniform systemwide procedures or more idea sharing than is possible in a 2-hour session at a tech meeting. Central ERIC could investigate the possibility of getting outside funding for the workshops or of funding them as Clearinghouse special projects.

CERIC ACTION: Deferred.
Comment: We agree that training for system improvement is beneficial. We encourage the Technical Steering Committee to develop well-thoughtout agendas for maximum impact. We will include this activity in future budget requests and will also consider charging a fee.

88-17 OERI POLICY ON ERIC ATTRIBUTION

RECOMMENDATION: Request that OERI (perhaps via Sharon Horn) develop and distribute a collaborative policy that all OERI publications would include ERIC ED numbers and names/address of ERIC components when appropriate. (Recent publications such as What Works: Schools without Drugs and Becoming a Nation of Readers have not included such information.)

CERIC ACTION: Disapproved.
Comment: This is a wonderful idea but often we do not have the lead time or the manpower to carryout this activity. CERIC will attempt to work with as many authors as possible. Note: All OERI publications will now have on the back cover a statement about ERIC. This was implemented in the second printing of Becoming A Nation of Readers. Some ED publications, eg., Annual Evaluation Report, have always had this policy.

88-18 EDRS STARTER KIT

RECOMMENDATION: Ask EDRS to include in its new "ERIC Starter Kit" a sample "content" microfiche as well as sample fiche of RIE. An example might be a fiche of a Clearinghouse monograph or digest. Potential customers would get a better idea of exactly what is contained in the ERIC microfiche collection that are being asked to purchase.

CERIC ACTION: Approved; referred to EDRS .
Comment: EDRS has agreed to do this. New kits will include a sample fiche for RIE, What Works and a Digest

88-19 DEFINITIONS OF MONTHLY STATISTICAL REPORT CATEGORIES

RECOMMENDATION: Following up on Steering Committee recommendation 88-5, which was approved, the Steering Committee recommends that definitions for categories of statistics are still necessary. Although the new form has been revised, there are ambiguous categories that result in uneven accounting from Clearinghouse to Clearinghouse. For example, Clearinghouses appear to be counting "referred elsewhere" and "visitors" differently. The cross-reference chart referred to in the CERIC response to 88-5 will perhaps still be appropriate,

but in the meantime it may be useful to have a small group (2-3 people) spell out definitions for statistical categories listed in the monthly report.

CERIC ACTION: Approved; referred to Nancy Krekeler for action
Comment: Definitions for all items in the monthly statistical report were distributed to the clearinghouses in late January. Comments are welcome.

88-20 ANNUAL REPORT GUIDELINES

RECOMMENDATION: The Steering Committee raised the questions about the Clearinghouses' annual report guidelines in recommendation 88-6, and CERIC has distributed a draft outline for the new annual report. This recommendation is simply to request a clarification of what information is required that has not already been presented in the monthly statistical and the quarterly narrative reports from the Clearinghouses.

CERIC ACTION: Approved; referred to Dorothy Myers for action.
Comment: Dorothy has revised the Annual Report guidelines incorporating comments from several clearinghouses. Every effort has been made to reduce duplication; if however, clearinghouses choose to provide extensive narrative information in the quarterly reports, some duplication may occur.

88-21 SOC LIST DISTRIBUTION

RECOMMENDATION: Prepare and distribute on a quarterly or seminannual basis a cumulative listing, by state, of all ERIC Standing Order Customers. This would probably be most easily done by EDRS. There is currently no such updated list, but one list could be used by the Clearinghouses to maintain communication with contact people within SOC organizations.

CERIC ACTION: Approved; referred to Pat Coulter for action.
Comment: An up-to-date list (on paper) was distributed to clearinghouses on October 6, 1988. In the future, EDRS will furnish this list on a semiannual basis in machine readable form. They are currently reprogramming their file to be able to sort by state.

88-22 EDO FILE -- CLEARINGHOUSE REVIEW

RECOMMENDATION: Allow for Clearinghouses to review of any editorial changes made by PS to their own input to the ERIC Digest Online file prior to uploading on DIALOG. Also allow for Clearinghouses to review their own input for possible purges from the EDO file before it is loaded on DIALOG.

CERIC ACTION: Approved; referred to ERIC Facility for action.
Comment: We agree with this recommendation. All Digests destined for Dialog will be returned to clearinghouses for minor changes and reviews. Clearinghouse will be responsible for purging out-of-date digests.

88-23 DIGEST REVISIONS

RECOMMENDATION: Recommend that when revision of Digests is advisable, they be rewritten, re-numbered (EDO-CH-89-x), and retitled (even if by merely adding a subtitle like "Update 1989"), and not simply updated. Updating an old Digest is awkward in a literature-based database like ERIC that is not set up for revising records, and could be confusing to users who will not know that the item is new.

CERIC ACTION: Approved; referred to Kevin Arundel for action.
Comment: Agree. New policy will be reviewed in light of full text DIALOG File with the ERIC Facility and Steering Committee.

88-24 ERIC PROCESSING MANUAL REVISION

RECOMMENDATION: Recommend that (1) the EPM be revised by the ERIC Facility and (2) the ERIC Technical Steering Committee be the principal reviewer. The last thorough revision was in 1980, and although revised pages have been added via the EAB, it is likely that there are few complete copies of the EPM available at all throughout the system.

CERIC ACTION: Approved; referred to Bob Stonehill for action.
Comment: We agree that an up-to-date EPM is necessary. This task is incorporated in the new ERIC Facility contract and will be done chapter-by-chapter.

88-25 DESCRIPTOR VALIDATION SOFTWARE

RECOMMENDATION: Develop and disseminate to Clearinghouses a descriptor validation software program that could be loaded on pc's or word processors, perhaps incorporated into a spell-check dictionary aleady in use. The Facility has on disk a list of all valid Thesaurus descriptors and is willing to distribute that to the Clearinghouses, but a program to permit that list to be run against RIE/CIJE records at the Clearinghouse level is needed. This may perhaps be a special project for the OERI Computer Group, IR, or the Facility. This would improve overall processing quality for both RIE and CIJE.

CERIC ACTION: Approved; referred to Bob Stonehill for action.
Comment: We will ask OERI's Information Technology Branch to investigate this project and write the necessary programs compatable with the various software used across the system.

88-26 ERIC ADMINISTRATIVE MANUAL REVISION

RECOMMENDATION: Revise the ERIC Administrative Manual, which is almost hopelessly out of date. All current policies need to be documented in order to ensure efficient operations at the Clearinghouses. Recognizing the staff shortages at CERIC as well as the need for institutional memory to revise such a manual, the Steering Committee recommends that CERIC look into hiring a knowledgable consultant (Betty Rose Rios comes to mind) to undertake the task.

CERIC ACTION: Deferred.
Comment: We have repeatedly asked the Director of Information Services for support for this kind of activity and will continue to seek such support.

88-27 SYSTEM PUBLICATIONS/REPORTS

RECOMMENDATION: Reinstate some publications traditionally done by the Facility but eliminated from its scope of work and not assigned elsewhere:

1. CH Number to ED Number Cross-Reference List - distribute systemwide monthly

2. Report Number Index and Contract/Grant Number Index - combine into one report and produce special runs (may be particularly useful for the OERI ERIC acquisitions officer to track projects)

3. List of Level 3 Accession Numbers (cumulative printed list), and monthly cards to go out with monthly microfiche shipments from EDRS

4. Bibliography of Publications About ERIC - produce and distribute every other year

CERIC ACTION: Approved; also deferred. Referred to Kevin Arundel for action.
Comment: The new ERIC Facility Contract includes the requirement to produce #4. We will consider the other three reports as possible additions (via a task order) pending the availability of funds.

88-28 ERIC PARTICIPATION IN NDN NATIONAL MEETING

RECOMMENDATION: Present ERIC workshops or other informational session at the February 1989 National Meeting of the National Diffusion Network. It was apparent at the ERIC-NDN joint session at the COED meeting in September 1988 that NDN facilitators could benefit from specific information about (1) putting documents into the ERIC system, and (2) knowing the best way to retrieve information from the database. Initial conversations at the meeting indicated that NDN officials were receptive to ERIC input at the February meeting. The contact people include Suzanne Ulmer (NDN/OERI, 357-6097).

CERIC ACTION: Approved; referred to Dorothy Myers for action.
Comment: We will explore this idea with NDN staff. If feasible a workshop will be scheduled using local clearinghouse staff and resources.

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Clearinghouse on Tests, Measurement, and Evaluation

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Lawrence M. Rudner, Ph.D.
Director

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Most Frequent Descriptors for RER.288
Review of Educational Research (1971-Summer 1988)

freq	descriptor
5	Ability Grouping
6	Abstract Reasoning
6	Academic Ability
75	Academic Achievement
5	Accountability
7	Achievement
8	Advance Organizers
5	Analysis of Variance
6	Attribution Theory
10	Behavior Change
6	Behavioral Objectives
10	Behavioral Science Research
8	Bibliographies
6	Blacks
5	Canada
5	Change Strategies
8	Children
15	Classification
10	Classroom Environment
5	Classroom Observation Techniques
14	Classroom Research
10	Classroom Techniques
16	Cognitive Development
42	Cognitive Processes
5	College Environment
5	Comparative Analysis
11	Concept Formation
11	Correlation
6	Creativity
12	Criterion Referenced Tests
5	Curriculum Development
5	Curriculum Research
5	Data Analysis
11	Decision Making
6	Early Childhood Education
5	Education
5	Educational Research
5	Educational Research
5	Educational Research
9	Effect Size
23	Elementary Education
94	Elementary Secondary Education
5	Ethnography
7	Evaluation
9	Evaluation Criteria
20	Evaluation Methods
6	Expectation
5	Experimenter Characteristics
5	Family Size
7	Feedback
13	Foreign Countries
5	Grouping (Instructional Purposes)
41	Higher Education
6	Individual Characteristics
8	Individualized Instruction
5	Intellectual Development
7	Interaction
8	Intervention
5	Latent Trait Theory
12	Learning
7	Learning Motivation
36	Learning Processes
11	Learning Strategies
22	Learning Theories
5	Literacy
133	Literature Reviews
5	Longitudinal Studies
6	Mastery Learning
5	Mathematical Models
6	Mathematical Models
7	Mathematics
10	Memory
34	Meta Analysis
54	Models
11	Motivation
5	Open Education
7	Outcomes of Education
6	Performance Factors
5	Performance Factors
6	Predictor Variables
5	Pretests Posttests
5	Problem Solving
20	Program Effectiveness
12	Program Evaluation
5	Program Implementation
5	Prose
5	Psychometrics
12	Questioning Techniques
8	Reading Comprehension
8	Recall (Psychology)
12	Reinforcement
9	Reliability
21	Research Design
62	Research Methodology
18	Research Needs
28	Research Problems
47	Research Reviews (Publications)
5	Research Utilization
8	Retention (Psychology)
8	Rewards
5	School Administration
6	School Role
5	Scores
10	Secondary Education
6	Self Concept
8	Sex Differences
7	Skill Development
7	Social Influences
5	Socialization
6	Socioeconomic Status
10	State of the Art Reviews
8	Statistical Analysis
21	Student Attitudes
9	Student Behavior
8	Student Characteristics
10	Student Motivation
7	Student Placement
7	Student Teacher Relationship
5	Student Teacher Relationship
6	Success
17	Teacher Attitudes
14	Teacher Behavior
5	Teacher Characteristics
5	Teacher Education
11	Teacher Effectiveness
6	Teacher Influence
9	Teacher Role
5	Teachers
28	Teaching Methods
5	Teaching Styles
9	Test Construction
5	Test Interpretation
9	Test Reliability
12	Test Validity
15	Testing
6	Testing Problems
15	Theories
14	Validity
6	Verbal Learning

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- ERIC descriptors -- key words from the *Thesaurus of ERIC Descriptors*,
- identifiers -- other key words that may help in locating articles.

On the reverse side of this letter, you will find a list of the most frequently used descriptors and identifiers in the database.

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5. Type RUN
6. Press Enter.

You will probably want to install the system on a hard disk.

I hope you find our database to be a useful tool.

Sincerely,

Lawrence M. Rudner, Ph.D.
Director

American Institutes for Research
3333 K Street, NW, Suite 200
Washington, DC 20007
(202) 342-5060

Most Frequent Descriptors for JEMEM.388
Journal of Educational Measurement (1969-Fall 1988) & Educational Measurement: Issues and Practice (1982-Fall 1988)

freq	descriptor
32	Academic Achievement
19	Academic Standards
81	Achievement Tests
9	Achievement Gains
19	Analysis of Variance
16	Aptitude Tests
9	Basic Skills
14	Bias
9	Black Students
11	Cognitive Processes
12	Cognitive Tests
35	College Entrance Examinations
8	College Faculty
9	College Freshmen
17	College Students
46	Comparative Analysis
8	Comprehensive Tests of Basic Skills
18	Computer Assisted Testing
8	Computer Software
10	Content Analysis
44	Correlation
11	Court Litigation
61	Criterion Referenced Tests
11	Culture Fair Tests
31	Cutting Scores
12	Data Analysis
25	Decision Making
11	Diagnostic Tests
24	Difficulty Level
10	Educational Change
9	Educational Testing Service
9	Educational Quality
9	Educational Objectives
15	Educational Improvement
37	Educational Testing
21	Educational Assessment
38	Elementary Education
84	Elementary Secondary Education
15	Elementary School Students
25	Equated Scores
35	Error of Measurement
14	Error Patterns
23	Essay Tests
10	Estimation (Mathematics)
8	Evaluation
31	Evaluation Criteria
26	Evaluation Methods
24	Factor Analysis
15	Factor Structure
14	Foreign Countries
17	Generalizability Theory
10	Goodness of Fit
9	Grade 4
9	Grade 6
24	Grade Point Average
16	Grade Prediction
10	Grades (Scholastic)
10	Grading
9	Graduation Requirements
29	Guessing (Tests)
29	High Schools
88	Higher Education
9	Holistic Evaluation
9	Individual Differences
20	Intelligence Tests
8	Intelligence
15	Intermediate Grades
11	Iowa Tests of Basic Skills
82	Item Analysis
18	Item Banks
16	Item Sampling
15	Junior High Schools
51	Latent Trait Theory
8	Licensing Examinations (Professions)
10	Longitudinal Studies
28	Mastery Tests
53	Mathematical Models
8	Mathematical Formulas
10	Mathematics Tests
8	Matrices
30	Measurement
51	Measurement Techniques
20	Measurement Objectives
9	Metropolitan Achievement Tests
12	Microcomputers
38	Minimum Competency Testing
14	Minority Groups
32	Models
58	Multiple Choice Tests
13	Multiple Regression Analysis
13	National Assessment of Educational Progress
9	National Council on Measurement in Education
12	National Norms
14	National Surveys
35	Norm Referenced Tests
9	Norms
17	Objective Tests
11	Performance Factors
24	Predictive Measurement
23	Predictive Validity
24	Predictor Variables
8	Pretests Posttests
11	Primary Education
10	Program Effectiveness
17	Program Evaluation
30	Psychometrics
17	Questionnaires
14	Racial Differences
19	Rasch Model
28	Rating Scales
8	Raw Scores
9	Reading Comprehension
21	Reading Tests
20	Reliability
16	Research Design
14	Research Methodology
11	Research Problems
36	Response Style (Tests)
14	Responses
33	Sampling
11	Scaling
21	Scholastic Aptitude Test
12	School Districts
58	Scores
57	Scoring
24	Scoring Formulas
26	Secondary Education
11	Selection
23	Sex Differences
14	Standard Setting
58	Standardized Tests
24	Standards
9	State Legislation
15	State Programs
12	State Standards
8	State Surveys
14	Statistical Bias
14	Statistical Studies
63	Statistical Analysis
14	Student Attitudes
10	Student Characteristics
19	Student Evaluation
8	Student Evaluation of Teacher Performance
46	Tables (Data)
12	Teacher Attitudes
15	Teacher Certification
8	Teacher Education
10	Teacher Effectiveness
26	Teacher Evaluation
12	Teacher Made Tests
8	Technical Reports
64	Test Bias
126	Test Construction
19	Test Format
77	Test Interpretation
76	Test Items
139	Test Reliability
47	Test Results
18	Test Reviews
12	Test Selection
22	Test Theory
47	Test Use
152	Test Validity
28	Test Wiseness
45	Testing
110	Testing Problems
21	Testing Programs
15	Tests
9	Three Parameter Model
20	True Scores
13	Validity
8	Weighted Scores
8	Writing (Composition)
20	Writing Evaluation

Educational Resources Information Center
Clearinghouse on Tests, Measurement, and Evaluation

Dear Colleague:

Thank you for your interest in our "Journals on Diskette" series. Enclosed you will find a database of more than 500 citations to articles appearing in the *Journal of Educational Statistics* and *Psychometrika*.

Each citation includes

the author's name(s),
title of the article,
bibliographic reference,
ERIC descriptors -- key words from the *Thesaurus of ERIC Descriptors*.
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Director

American Institutes for Research
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Washington, DC 20007
(202) 342-5060

Most Frequent Descriptors for PSYJES.288
Psychometrika (1971-Summer 1988)
Journal of Educational Statistics (1976-Summer 1988) &

freq	descriptor
5	ALSCAL Programing Language
5	Academic Ability
8	Academic Achievement
11	Achievement Tests
5	Admission Criteria
5	Aggregation (Data)
5	Akaike Information Criterion
64	Algorithms
11	Alpha Coefficient
46	Analysis of Covariance
80	Analysis of Variance
5	Aptitude Treatment Interaction
7	Attitude Measures
55	Bayesian Statistics
5	Career Development
16	Chi Square
17	Classification
27	Cluster Analysis
7	Cluster Grouping
6	Cognitive Measurement
11	College Entrance Examinations
51	Comparative Analysis
8	Compensatory Education
50	Computer Programs
19	Computer Simulation
6	Computer Software
10	Confidence Intervals
8	Contingency Tables
161	Correlation
15	Criterion Referenced Tests
5	Cross Validation
20	Cutting Scores
118	Data Analysis
7	Decision Making
8	Dichotomous Variables
8	Difficulty Level
10	Discriminant Analysis
14	EM Algorithm
7	Educational Assessment
12	Educational Research
12	Effect Size
10	Elementary Education
6	Elementary Secondary Education
8	Emergency School Aid Act 1972
11	Equated Scores
23	Equations (Mathematics)
7	Equipercentile Equating
8	Error Patterns
47	Error of Measurement
58	Estimation (Mathematics)
8	Evaluation
8	Evaluation Criteria
19	Evaluation Methods
12	Expectancy Tables
9	Experimental Groups
5	F Test
160	Factor Analysis
29	Factor Structure
7	Generalizability Theory
6	Geometric Concepts
82	Goodness of Fit
16	Guessing (Tests)
5	High Schools
22	Higher Education
138	Hypothesis Testing
21	Individual Differences
65	Item Analysis
7	Item Sampling
5	Jackknifing Technique
10	LISREL Computer Program
9	Latent Class Analysis
5	Latent Structure Models
92	Latent Trait Theory
5	Latent Variables
37	Least Squares Statistics
12	Linear Models
6	Log Linear Models
10	Longitudinal Studies
21	Mastery Tests
13	Mathematical Applications
19	Mathematical Formulas
271	Mathematical Models
9	Mathematics
104	Matrices
74	Maximum Likelihood Statistics
41	Measurement
60	Measurement Techniques
9	Meta Analysis
18	Missing Data
59	Models
34	Monte Carlo Methods
99	Multidimensional Scaling
13	Multiple Choice Tests
67	Multiple Regression Analysis
42	Multivariate Analysis
56	Nonparametric Statistics
5	Novick (Melvin)
26	Oblique Rotation
7	Optimal Scaling
5	Ordinal Scales
33	Orthogonal Rotation
11	Paired Comparisons
22	Path Analysis
15	Power (Statistics)
12	Prediction
7	Predictive Measurement
11	Predictive Validity
10	Predictor Variables
54	Probability
9	Procrustes Methods
11	Program Evaluation
5	Psychological Studies
8	Psychological Testing
76	Psychometrics
5	Randomization (Statistics)
5	Ranking
36	Rasch Model
22	Rating Scales
5	Raw Scores
8	Redundancy Analysis
28	Regression (Statistics)
22	Reliability
10	Repeated Measures Design
51	Research Design
57	Research Methodology
26	Research Problems
5	Research Reviews (Publications)
7	Response Style (Tests)
18	Responses
11	Robustness
27	Sample Size
52	Sampling
31	Scaling
7	Scholastic Aptitude Test
19	Scores
10	Scoring
5	Scoring Formulas
10	Selection
5	Set Theory
23	Simulation
13	Social Science Research
5	Sociometric Techniques
223	Statistical Analysis
27	Statistical Bias
11	Statistical Data
34	Statistical Distributions
53	Statistical Significance
64	Statistical Studies
28	Statistics
13	Stimuli
6	Structural Equation Models
35	Tables (Data)
52	Technical Reports
9	Test Bias
22	Test Construction
35	Test Interpretation
22	Test Items
72	Test Reliability
5	Test Results
46	Test Theory
15	Test Validity
11	Testing
16	Testing Problems
7	Tests
6	Theories
17	Transformations (Mathematics)
36	True Scores
15	Type I Errors
25	Validity
6	Variance (Statistical)

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Director

American Institutes for Research
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Washington, DC 20007
(202) 342-5060

Most Frequent Descriptors for AERJ.288
American Educational Research Journal (1971-Summer 1988)

freq	descriptor
12	Ability Grouping
30	Academic Ability
152	Academic Achievement
10	Academic Aptitude
11	Achievement Gains
16	Achievement Tests
10	Adolescents
12	Advance Organizers
16	Age Differences
30	Analysis of Variance
26	Aptitude Treatment Interaction
10	Attitude Measures
16	Attribution Theory
9	Behavior Problems
20	Black Students
9	Book Reviews
9	Class Size
10	Classification
28	Classroom Environment
30	Classroom Observation Techniques
26	Classroom Research
18	Classroom Techniques
10	Cognitive Development
30	Cognitive Processes
11	Cognitive Style
21	College Faculty
33	College Students
41	Comparative Analysis
10	Computer Assisted Instruction
16	Concept Formation
9	Cooperation
25	Correlation
12	Course Evaluation
10	Cross Cultural Studies
9	Cues
10	Data Analysis
10	Decision Making
10	Difficulty Level
11	Educational Environment
20	Educational Research
84	Elementary Education
10	Elementary School Mathematics
40	Elementary School Students
26	Elementary School Teachers
47	Elementary Secondary Education
11	Ethnic Groups
17	Evaluation Criteria
18	Evaluation Methods
17	Expectation
28	Factor Analysis
19	Factor Structure
10	Family Characteristics
12	Feedback
10	Females
32	Foreign Countries
14	Grade 1
10	Grade 3
17	Grade 4
26	Grade 5
15	Grade 6
9	Grade 7
9	Grade 8
11	Grade Point Average
10	Grades (Scholastic)
10	Grouping (Instructional Purposes)
19	High School Students
31	High Schools
103	Higher Education
18	Hypothesis Testing
17	Individual Differences
10	Individualized Instruction
10	Intelligence Quotient
11	Interaction Process Analysis
49	Intermediate Grades
9	Interpersonal Relationship
9	Intervention
11	Interviews
31	Junior High Schools
12	Learning
14	Learning Disabilities
34	Learning Processes
14	Learning Strategies
12	Learning Theories
15	Locus of Control
25	Longitudinal Studies
11	Low Achievement
11	Majors (Students)
9	Males
42	Mathematical Models
30	Mathematics Achievement
14	Mathematics Instruction
9	Measurement Techniques
16	Memory
13	Meta Analysis
41	Models
9	Motivation
31	Multiple Regression Analysis
10	Multivariate Analysis
10	Nonverbal Communication
9	Paired Associate Learning
14	Path Analysis
13	Peer Relationship
20	Performance Factors
9	Predictive Measurement
15	Predictive Validity
52	Predictor Variables
11	Preschool Children
10	Preschool Education
31	Primary Education
13	Problem Solving
16	Program Effectiveness
12	Questioning Techniques
19	Questionnaires
14	Racial Differences
19	Rating Scales
24	Reading Achievement
14	Reading Comprehension
13	Reading Instruction
10	Reading Skills
25	Recall (Psychology)
12	Regression (Statistics)
14	Research Design
29	Research Methodology
12	Research Problems
10	Responses
23	Retention (Psychology)
16	Scores
45	Secondary Education
12	Secondary School Teachers
30	Self Concept
70	Sex Differences
10	Socioeconomic Influences
25	Socioeconomic Status
60	Statistical Analysis
11	Statistical Significance
65	Student Attitudes
39	Student Behavior
24	Student Characteristics
31	Student Evaluation
22	Student Evaluation of Teacher Performance
18	Student Motivation
43	Student Teacher Relationship
13	Success
33	Tables (Data)
14	Task Performance
52	Teacher Attitudes
39	Teacher Behavior
20	Teacher Characteristics
53	Teacher Effectiveness
25	Teacher Evaluation
13	Teacher Influence
38	Teaching Methods
19	Teaching Styles
25	Technical Reports
10	Test Reliability
18	Test Results
22	Test Validity
13	Time Factors (Learning)
11	Time on Task
22	Transfer of Training
16	Undergraduate Students
18	Validity
10	Verbal Ability
11	Verbal Communication
11	Verbal Learning
14	White Students

Clearinghouse on Rural Education and Small Schools

January 23, 1989

Dear Newspaper Editor:

This is the second set of brief articles about schools and learning, written for a general audience, particularly parents of children in school. Thanks very much for using the articles you received in December.

With this second set we have included a postpaid response form to gather information about your use of the articles. Please take a few minutes to respond and drop the postcard in the mail. The information you give us will help us justify continuation of this program in the future.

Rural parents across the nation have called the clearinghouse after reading the articles, and we have prepared a collection of general information for those who call. We are also answering requests for specific information.

We want to meet the needs of your readers. If you have any suggestions or comments, please call us (800/624-9120). We appreciate your help.

Sincerely,

Craig B. Howley
Associate Director

CBH/jth(0145)
Enclosures
cc: Todd Strohmenger

ERIC/CRESS at AEL • Appalachia Educational Laboratory •1031 Quarrier Street • P.O. Box 1348 • Charleston, WV 25325
800/624-9120 (outside WV) • 800/344-6646 (in WV) • 347-0400 (Charleston area)
AEL is an affirmative action/equal opportunity employer

What Does It Take to Do Well In School?

Parents can support their children's learning, even if they are not "advantaged." How? It has to do with effort: good students believe that their effort — not luck, an easy task, or a rigged game — is responsible for their success.

Any parent who cares can give children a good foundation that will support them all their lives. Parents reach their children at the ground-level, through their love and through what they want their children to become. School plays a role, too, and parents can help.

Remember that helping children do well in school does not necessarily mean helping them make all A's. It means expecting the best, whatever that may be. Make schoolwork and learning part of the family routine. Start slowly, be yourself, but make your interest consistent and steady. And don't be too hard on yourself; sometimes the daily routine gets pretty hectic. *The trick is to add a little bit of organization to the daily frenzy.*

Sure, money is important, but it cannot buy what children need most: the love, attention, and respect that go into a good upbringing. We're all in the same boat: what makes the most difference to our children is how we row the boat, not where we sit.

Sometimes people think that success comes *only* from good luck or natural ability, but it just isn't so. Effort counts a lot. Take the example of Japan. To the Japanese, effort is more important in school success than family background, ability, or luck. Many people are saying that's part of the reason why Japanese elementary and secondary schools seem to produce high levels of learning. In Japanese colleges and universities, however, students aren't asked to work as hard. The result? They learn less, and American students, who are asked to put out more effort in college, seem to catch up!

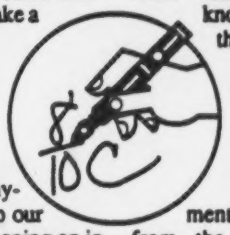
Parents can make sure children know they expect the best, and that best effort requires hard work. They can also show their children a number of routines to help them pay attention, remember facts and ideas better, take notes and study, and take tests better.

You can order copies of "How to Help Your Children Achieve in School" from the ERIC Document Reproduction Service in Bethesda, MD (800-227-ERIC) at a modest price (Order Number ED 233 814).

You can also find out more about rural education by calling the ERIC Clearinghouse on Rural Education and Small Schools (800/624-9120). ERIC is like a national library about education, with 16 clearinghouses specializing in different topics. The computer-based ERIC system is operated by the U.S. Department of Education. (Heidi Lehmann, a parent in Helvetia, West Virginia, helped a lot in developing this article. Thanks, Heidi!)

Keeping Track: Aren't Grades Enough?

When we send our children to school, we want them to learn. But what can we do to keep track of how much our children are learning? Isn't that what grades are for? As a matter of fact, grades are not always enough. For some children, parents need to take a closer look.



We can keep track of how much our children are learning in several ways. Some of them are ordinary things that anyone can do: talking to our children about what is going on in school each day, insisting that they show us their schoolwork, and reviewing their homework with them. Another ordinary thing to do is to stay in touch with the teachers. Teachers can give us their view of our children's classroom performance. That includes their grades.

For perhaps half of all children, doing these ordinary things is usually enough. But not always. Most parents know that low grades signal the need for a closer look; but very high grades also signal the need for a closer look, according to experts on talented children. Children who receive very high grades may not be adequately challenged, and consequently they may be learning the bad lesson that everything in life is easy.

Grades can alert you to a problem, but they don't really measure changes in a child's learning ("achievement"). Changes in learning are reflected in the difference in what a child knows as time passes. Certain kinds of achievement tests are made to reflect those changes accurately—more accurately than grades or close contact with a child or the child's teachers.

These tests—called "individually-administered tests of achievement"—sample a broad range of knowledge and compare the learning of an individual child with the learning of many. They are given by one examiner to one child at a time.

Individual achievement tests are very different from the "group-administered tests of achievement" often given in schools. The group achievement tests can be used to measure the learning of a group, but they are not very sensitive to changes in individual students. Parents who are concerned about their children's learning can ask schools to help them get individual achievement testing.

A discussion of test scores appears in "Reading Tests: What Does That Score Mean?" available from the ERIC Document Reproduction Service in Bethesda, MD (800-227-ERIC) at a modest price (Order Number ED 275 750).

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Why Do Parents Like Some Teachers More Than Others?

All across America, if you ask, people will tell you who they think the good teachers in their schools are. Usually, they base their observations on their own experiences and those of their children. Often, it turns out that people name the same teachers. What do teachers do to get this response?

Probably the most important thing they do, of course, is help children so well that they develop a reputation for good teaching. Good teaching involves a host of things—knowing subject matter well; being able to explain it to students; setting high goals for students and helping them reach those goals; being well-organized and fair; asking good questions; and treating *all* students with respect.

Another thing good teachers do is build bridges with parents. Parents like to hear from their children's teachers; they are willing to do more to help their children learn than many teachers realize. At least this is what researcher Joyce Epstein has discovered.

Epstein, who works at Johns Hopkins University, studied the parents and teachers of almost 1300 students and found that

- parents liked teachers who gave them suggestions for working with children on learning tasks;
- good teachers gave such suggestions to all parents, not just to parents of successful students; and
- parents were willing to spend more time than they were typically asked on such activities.

Epstein discovered that, although newsletters are important for communication between home and school, they don't really improve parents' views of teachers.

Epstein found that parents most appreciated teachers who provided activities for parents and children to do together at home. What were these home learning activities? Reading aloud; signing homework; giving spelling or math drills; helping with homework; and asking about the school day. Good teachers apparently make such routines a regular part of their contacts with parents.

By the way, Epstein also found that parents liked their children's schools. But the parents believed that they could work more closely together with teachers.

A copy of "Effects on Parents of Teacher Practices of Parent Involvement" is available from the ERIC Document Reproduction Service in Bethesda, MD (800-227-ERIC) at a modest price (Order Number ED 237 500).

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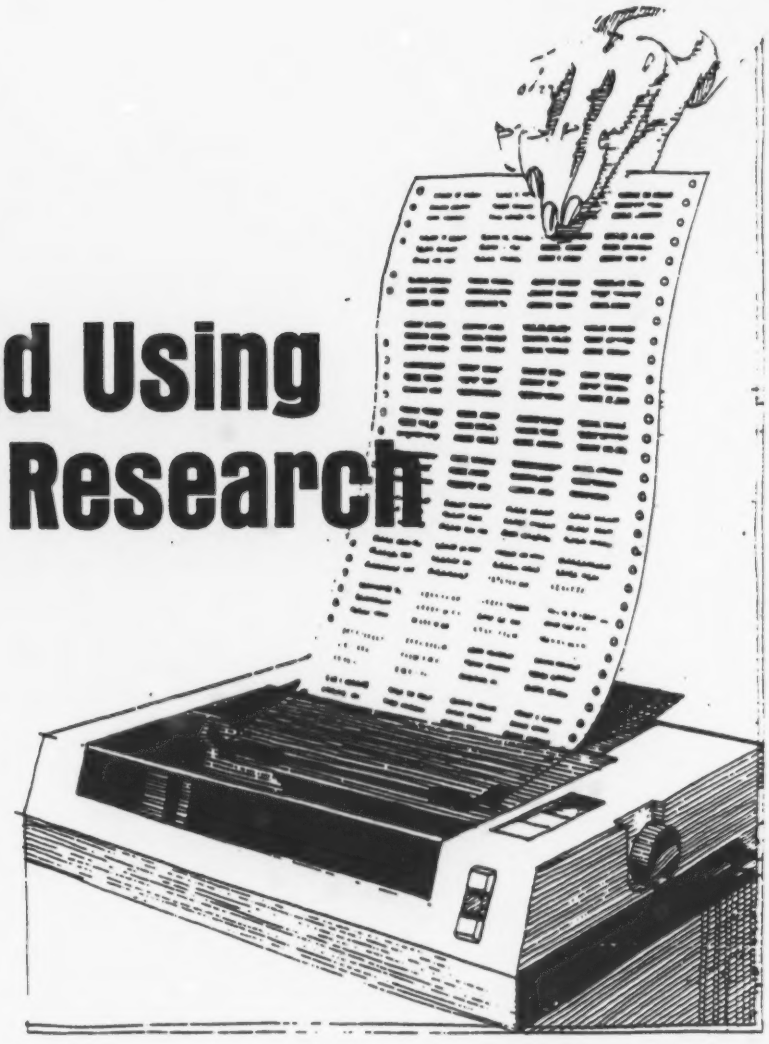
By Robert Chesley

Finding and Using Education Research



Would it be helpful to know more about successful discipline policies in other schools? Or how to deal with tenured teachers who are performing inadequately? Is class size an issue in your school? How about some good ideas on substance-abuse prevention in the elementary school? Or helpful tips on motivating teachers, evaluating or negotiating with them? Merit pay? Mentor teachers? Burnout? Computers in the classroom? The list is endless.

Where do you turn when you need information about an educational issue? Perhaps the question should have been phrased "to whom do you turn," because educators are more likely to turn to other educators for knowledge and information than they are to seek educational information from research reports or data bases. With the number of school systems and educators we have in our nation, others have probably faced similar issues and published information is probably available that will permit you to benefit from their experiences. The question becomes: how do you gain access to a wider spectrum of information on specific topics without spending an inordinate amount of time in the search?

Several data bases contain information relevant to the field of education. *PsycINFO* cites articles in which psychological data prevail, with a significant number of them relating to education. Similarly, *Sociological Abstracts* contains significant educational material. *Congressional Information Service* is an excellent source of information about government financing of educational programs. In libraries, *Educational Index* has a long history of serving educators.

However, the information source most likely to be of use to the broad interests represented in education is the ERIC System. ERIC, funded by the U.S. Department of Education, is the acronym for Educational Resources Information Center which has been in existence for more than 21 years.

Robert Chesley is an educational consultant in Ojai and a former director of the Educational Resources Information Center.

ATTACHMENT 9
PAGE 2 OF 4

how do you gain access to a wider spectrum of information on specific topics without spending an inordinate amount of time in the search?

ERIC orginally was intended both to be used manually and by computers to sort through
those containing specific subject matter.

As most educators who have earned their degrees in the past 20 years probably know, ERIC consists of two different data bases. *Current Index to Journals in Education* (CIJE) lists educational articles from more than 750 publications and journals dealing with education. The other data base makes research reports, curriculum materials, conference papers and other forms of information that would not otherwise be widely available, accessible to educators. This component of ERIC is called *Resources in Education* (RIE) and, like CIJE, publishes a monthly journal of document descriptions with several types of indexes to help you find what you need. Although they are separate data bases, if you conduct a computer search you simultaneously cover the contents of both data bases for relevant material.

One of the real benefits of the ERIC system is that the information contained in *Resources in Education* is readily available and inexpensive to obtain. For example, a 450-page research report can be obtained on microfiche by calling 800-227-3742 and making a $1 charge to a credit card. Paper copy can also be obtained at the cost of a few cents per page. Or, a user can visit one of more than 700 libraries around the world which subscribe to microfiche of all documents announced in RIE. Journal articles listed in CIJE are generally copyrighted and must be located at a library, borrowed through interlibrary loan or obtained through University Microfilms International (800-732-0616) at a considerably greater cost than for documents listed in RIE.

The process of evaluating and acquiring educational documents for ERIC is contracted to 16 universities and professional associations across the country. The major responsibilities of these clearinghouses are indicated by their titles. The clearinghouses, and their addresses, are listed in Figure 1.

Although ERIC was initially begun as a data base for research reports, it quickly became apparent what a valuable vehicle it could be for sharing other types of educational information. In the 1970s, an effort was made to incorporate even more information valuable to the practitioner. Presently, 20 percent of the documents in RIE are curriculum materials, curriculum guides, or instructional materials. Another 20 percent are descriptions of educational programs, projects, tests, or summaries of information about educational issues. For the research oriented there are also research reports, about 30 percent of the documents.

Ironically, some researchers criticize ERIC because it contains curriculum material that is untested or unproven. But some teachers also complain that the research reports are unintelligible and of little use to them. We will not resolve those differences here. ERIC serves a broad constituency of users and is able to serve each effectively. For example, in a computer search which yields a large number of documents (e.g. on the subject of teaching exceptional children at the elementary school level) one can also make selections by document type (e.g. research report, curriculum materials, project description) and by the intended audience (e.g. teacher, administrator, researcher). This permits quite different document output for the same subject matter search, depending on the use intended.

Because the clearinghouses acquire and evaluate a large number of documents (only about a third of the documents which are submitted to ERIC are accepted for inclusion), they become very familiar with the issues, latest findings, and alternative solutions to many educational problems. Each year, the clearinghouses are funded to produce more than a hundred publications which summarize the state-of-the-art in different areas of education. These are mar-

velous resources for educators.

Although documents are announced in RIE and made available on microfiche, many of them are also available in inexpensive published form, as noted in the document description. Each month, new documents of this type, ERIC Clearinghouse Publications, are listed in the front pages of RIE. Examples from the Clearinghouse on Educational Management: "Recruiting and Selecting Teachers," "Teacher Evaluation," "Teacher Testing," "Teacher Tenure and Dismissal," "The Principal as Instructional Leader." There are many more such summaries available. A listing of these "Information Analysis Product" titles can be obtained from any of the clearinghouses.

Figure 1. Names and addresses of the 16 ERIC Clearinghouses

Adult, Career and Vocational Education
Ohio State University
National Center for Research in Vocational Education
1960 Kenny Road
Columbus, Ohio 43210-1090

Counseling and Personnel Services
University of Michigan
School of Education, Room 2108
610 East University Street
Ann Arbor, Michigan 48109-1259

Educational Management
University of Oregon
1787 Agate Street
Eugene, Oregon 97403-5207

Elementary and Early Childhood Education
University of Illinois
College of Education
805 West Pennsylvania Avenue
Urbana, Illinois 61801-4897

Handicapped and Gifted Children
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091-1589

Higher Education
George Washington University
One Dupont Circle, N.W., Suite 630
Washington, D.C. 20036-1183

Information Resources
Syracuse University
School of Education
Huntington Hall, Room 030
Syracuse, New York 13244-2340

Junior Colleges
University of California at Los Angeles
Math Sciences Building, Room 8118
405 Hilgard Avenue
Los Angeles, California 90024-1564

Languages and Linguistics
Center for Applied Linguistics
1118 22nd Street, N.W.
Washington, D.C. 20037-0037

Reading and Communication Skills
Indiana University
Smith Research Center
2805 East 10th Street
Bloomington, Indiana 47406-2373

Rural Education and Small Schools
Appalachia Educational Laboratory
1031 Quarrier Street
Charleston, West Virginia 25301-2813

Science, Mathematics and Environmental Education
Ohio State University
1200 Chambers Road, Room 310
Columbus, Ohio 43212-1792

Social Studies/Social Science Education
Indiana University
Social Studies Developmental Center
2805 East 10th Street
Bloomington, Indiana 47406-2373

Teacher Education
American Association of Colleges for Teacher Education
One Dupont Circle, N.W., Suite 610
Washington, D.C. 20036-1186

Tests, Measurement and Evaluation
American Institutes for Research
Washington Research Center
1055 Thomas Jefferson Street, N.W.
Washington, D.C. 20007-3835

Urban Education
Columbia University
Teachers College
Main Hall, Room 300, Box 40
525 West 120th Street
New York, New York 10027-9998

Another type of clearinghouse publication is the Educational Digest. It will not be news to most readers that administrators are very busy people who rarely find time to pour through research reports or read massive conference proceedings. ERIC Digests attempt to summarize the status of current educational problems and topics, with a bibliography for those who wish to explore more deeply. For example, of the several hundred ERIC Digests which have been produced by the clearinghouses, titles which might interest a harried administrator include (also from the Clearinghouse on Educational Management) the following: "Collaborative Schools," "Communicable Diseases in the Schools," "Class Size," "Extending the School Year and Day," "Merit Pay for Teachers," "Motivating Teachers for Excellence," and "Student Discipline Policies."

With its ability to sort through large amounts of data, the computer provides ERIC with a powerful tool. When the system was created 21 years ago, it was designed to be searched by computer. Each document entered into ERIC is described by 10 to 15 "descriptors" from an educational thesaurus maintained by ERIC. Each document or article also has a resume prepared at the clearinghouse, up to 300 words in RIE and 50 words in CIJE. Searching through the titles, descriptors and abstracts, the computer can quickly find, from more than 600,000 documents and journal articles, a handful that simultaneously deal with multiple topics such as computer use, teaching mathematics, and the elementary school level.

Since ERIC contains information of interest to almost every educator, how can the system best be used? Although some educators do use data bases, they are not known for their extensive use of information sources such as ERIC. At the turn of the century the Agricultural Extension Service found that to disseminate agricultural information widely, it needed to use a person to act as a go-between, linking the knowledge base and the user. In the 1970s, the U.S. Office of Education funded several demonstration projects which used a similar approach. Although it was found to be a "success," the program was not adopted by the states and districts involved after federal funding ended. Much was learned, however, about how educational information is used and the barriers to its use.

Although educators today may not have

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the luxury of "educational extension agents" to help them find and use information, there are several simple steps that can help provide information to teachers and administrators in vastly greater amounts than is typical. If a small proportion of this information is used in the classroom or for more effective management, schools and the students in them can benefit greatly.

For example, if the monthly copies of RIE are made available in the library and teachers' lounge, teachers can use them to acquire useful ideas and maintain professional currency. Fifty or 60 document titles in the section of RIE containing the input of a clearinghouse of interest (e.g. Clearinghouse for Science, Mathematics and Environmental Education) can be scanned. When a title looks relevant, the abstract can be read to see if the document does meet the user's needs. If it does, the school librarian can be asked to order the document, at a minimal cost for microfiche.

Another way to find pertinent information quickly is to use one of several indexes available. For example, one of the indexes in RIE is based on "publication type." For teachers, documents of interest tend to concentrate in documents classed as curriculum materials. Subject terms can be looked up in the Descriptor Index. For example, one can see the listings of documents dealing with "computer-assisted instruction," "school community relationships," "staff development," or any of the other 5,000 descriptors in the ERIC Thesaurus. This process of scanning through RIE can be accomplished in 20 or 30 minutes a month, more if many pertinent documents are being found.

Another approach to the problem of getting information into the hands of those who need and can use it requires several hours a month by the librarian, media specialist or instructional leader. The task involves knowing the interests and responsibilities of a faculty, for example in an elementary school. Titles of curriculum material documents in the Publication-Type Index and under specific descriptors in the Descriptor Index are scanned and a copy of the document abstract is forwarded to the relevant faculty member. If desired, the document is ordered. Following up such offers of information is a component of good instructional leadership.

There are several organizations, including the ERIC Clearinghouses, that will conduct a computer search of ERIC for a fee. If more frequent computer searching is desirable, all that is needed is a personal computer and a modem to connect by telephone with the services that permit you to do your own searching. Connect time costs as little as $.50 a minute for this powerful service. An alternative is the new compact disk of the ERIC file that permits unlimited searching on a personal computer at a fixed costs. Although training is needed, and there are choices to be made in equipment and search services, the training is readily available, and consultants or others familiar with computers and information retrieval can help with the planning and installation. Figures 2 and 3 give addresses of search services and manufacturers of ERIC compact disks.

Figure 2. Organizations providing online computer search services of the ERIC file:

BRS Information Technologies
1200 Route 7
Latham, New York 12110
(518) 783-7251
(800) 345-4277

Dialog Information Services
3460 Hillview Avenue
Palo Alto, California 94304
(415) 858-3810
(800) 334-2564

Orbit Information Services
8000 Westpark Drive
McLean, Virginia 22102
(703) 442-0900
(800) 421-7229

Figure 3. Organizations that sell compact disks (CD-ROMs) of the ERIC file:

Dialog Information Services
3460 Hillview Avenue
Palo Alto, California 94304
(415)-858-3810
(800) 334-2564

OCLC (Online Computer Library Center)
6565 Frantz Road
Dublin, Ohio 43017-0702
(614) 764-6000
(800) 848-5878 (extension 6287)

SilverPlatter Information Services
37 Walnut Street
Wellesley Hills, Massachusetts 02181
(617) 239-0306
(800) 343-0064

Some suggestions for action:

1. Order a subscription to RIE for the office or faculty lounge from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Annual cost for the monthly publication is only $51, and each month it will bring the descriptions of about 1,000 documents, with several useful indexes.

2. Try the strategies for using RIE described above. See if the use of the materials doesn't noticeably stimulate faculty and administrators and ultimately benefit students.

3. Next time there is an administrative or curricular issue where background information, research or the experience of others will prevent reinventing the wheel, consider a computer search of ERIC. If the service is not available locally through the district office or elsewhere, contact the appropriate clearinghouse for cost or referral information.

4. Contact the clearinghouses responsible for the subjects of your concerns. For administrators, this would be the Clearinghouse for Educational Management. Ask to be put on the mailing list for newsletters or other mailings. Also, inquire about the availability of bibliographies, ERIC Digests, Information Analysis Products and other services.

5. If you are a principal, suggest that your teachers also contact "their" clearinghouse. Some teachers get quite excited about ERIC information when they discover and use it.

6. If these undertakings seem to be paying off, consider further actions such as subscribing to CIJE or installing your own ability to do computer searching.

The wealth of information available through ERIC can be helpful to educators who are dealing with a problem, beginning a project, looking for alternative courses of action, or just keeping current. ERIC Digests and bibliographies already exist for many topics. Manual and computer searching can quickly locate specific subject matter. Microfiche make documents available at a remarkably low cost. The information age is here, and it is time that educators began to take greater advantage of resources that are available.

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ERIC Ready Reference #6
Revised March 1989

Clearinghouses (and Other Network Components)

The ERIC Clearinghouses have responsibility within the network for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the data base, and also for providing information analysis products and various user services based on the data base.

The exact number of Clearinghouses has fluctuated over time in response to the shifting needs of the educational community. There are currently 16 Clearinghouses. These are listed below, together with full addresses, telephone numbers, and brief scope notes describing the areas they cover.

ERIC Clearinghouse on *Adult, Career, and Vocational Education* (CE)
Ohio State University
Center on Education and Training for Employment
1960 Kenny Road
Columbus, Ohio 43210-1090
Telephone: (614) 292-4353; (800) 848-4815

All levels and settings of adult and continuing, career, and vocational technical education. Adult education, from basic literacy training through professional skill upgrading. Career education, including career awareness, career decisionmaking, career development,career change, and experience-based education. Vocational and technical education, including new subprofessional fields, industrial arts, corrections education, employment and training programs, youth employment, work experience programs, education business partnerships, entrepreneurship, adult retraining, and vocational rehabilitation for the handicapped.

ERIC Clearinghouse on *Counseling and Personnel Services* (CG)
University of Michigan
School of Education, Room 2108
610 East University Street
Ann Arbor, Michigan 48109-1259
Telephone: (313) 764-9492

Preparation, practice, and supervision of counselors at all educational levels and in all settings; theoretical development of counseling and guidance personnel procedures such as testing and interviewing and the analysis and dissemination of the resultant information; group work and case work; nature of pupil, student, and adult characteristics; personnel workers and their relation to career planning, family consultations, and student orientation activities.

ERIC Clearinghouse on *Educational Management* (EA)
University of Oregon
1787 Agate Street
Eugene, Oregon 97403-5207
Telephone: (503) 686-5043

The leadership, management, and structure of public and private educational organizations; practice and theory of administration; preservice and inservice preparation of administrators; tasks and processes of administration; methods and varieties of organization and organizational change; and the social context of educational organizations.

Sites, buildings, and equipment for education, planning, financing, constructing, renovating, equipping, maintaining, operating, insuring, utilizing, and evaluating educational facilities.

ERIC Clearinghouse on *Elementary and Early Childhood Education* (PS)
University of Illinois
College of Education
805 W. Pennsylvania Avenue
Urbana, Illinois 61801-4897
Telephone: (217) 333-1386

The physical, cognitive, social, educational, and cultural development of children from birth through early adolescence; prenatal factors; parental behavior factors; learning theory research and practice related to the development of young children, including the preparation of teachers for this educational level; educational programs and community services for children; and theoretical and philosophical issues pertaining to children's development and education.

ERIC Clearinghouse on *Handicapped and Gifted Children* (EC)
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091-1589
Telephone: (703) 620-3660

All aspects of the education and development of the handicapped and gifted, including prevention, identification and assessment, intervention and enrichment, both in special settings and within the mainstream.

ERIC Clearinghouse on *Higher Education* (HE)
George Washington University
One Dupont Circle, N.W., Suite 630
Washington, DC. 20036-1183
Telephone: (202) 296-2597

Topics relating to college and university conditions, problems, programs, and students. Curricular and instructional programs, and institutional research at the college or university level. Federal programs, professional education (medicine, law, etc.), professional continuing education, collegiate computer-assisted learning and management, graduate education, university extension programs, teaching-learning, legal issues and legislation, planning, governance, finance, evaluation, interinstitutional arrangements, management of institutions of higher education and business or industry educational programs leading to a degree.

ERIC Clearinghouse on *Information Resources* (IR)
Syracuse University
School of Education
Huntington Hall, Room 030
150 Marshall Street
Syracuse, New York 13244-2340
Telephone: (315) 443-3640

Educational technology and library and information science at all levels. Instructional design, development, and evaluation are the emphases within educational technology, along with the media of educational communication: computers and microcomputers, telecommunications (cable, broadcast, satellite), audio and video recordings, film and other audiovisual materials, as they pertain to teaching and learning. Within library and information science the focus is on the operation and management of information services for education-related organizations. All aspects of information technology related to education are considered within the scope.

ERIC Clearinghouse for *Junior Colleges* (JC)
University of California at Los Angeles (UCLA)
Mathematical Sciences Building, Room 8118
405 Hilgard Avenue
Los Angeles, California 90024-1564
Telephone: (213) 825-3931

Development, administration, and evaluation of two-year public and private community and junior colleges, technical institutes, and two-year branch university campuses. Two-year college students, faculty, staff, curricula, programs, support services, libraries, and community services. Linkages between two-year colleges and business/industrial organizations. Articulation of two-year colleges with secondary and four-year postsecondary institutions.

ERIC Clearinghouse on *Languages and Linguistics* (FL)
Center for Applied Linguistics
1118 22nd Street, N.W.
Washington, DC 20037-0037
Telephone: (202) 429-9551

Languages and language sciences; theoretical and applied linguistics; all areas of foreign language, second language, and linguistics instruction, pedagogy, or methodology; psycholinguistics and the psychology of language learning; cultural and intercultural context of languages; application of linguistics in language teaching; bilingualism and bilingual education; sociolinguistics; study abroad and international exchanges; teacher training and qualifications specific to the teaching of foreign languages and second languages; commonly and uncommonly taught languages, including English as a second language; related curriculum developments and problems.

ERIC Clearinghouse on *Reading and Communication Skills* (CS)
Indiana University, Smith Research Center
2805 East 10th Street, Suite 150
Bloomington, Indiana 47405-2373
Telephone: (812) 335-5847

Reading, English, and communication skills (verbal and nonverbal), preschool through college; educational research and instruction development in reading, writing, speaking, and listening; identification, diagnosis, and remediation of reading problems; speech communication (including forensics); mass communication; interpersonal and small group interaction; interpretation; rhetorical and communication theory; speech sciences; and theater. Preparation of instructional staff and related personnel in these areas.

All aspects of reading behavior with emphasis on physiology, psychology, sociology, and teaching; instructional materials, curricula, tests/measurement, and methodology at all levels of reading; the role of libraries and other agencies in fostering and guiding reading; diagnostics and remedial reading services in schools and clinical settings. Preparation of reading teachers and specialists.

ERIC Clearinghouse on *Rural Education and Small Schools* (RC)
Appalachia Educational Laboratory
1031 Quarrier Street
P.O. Box 1348
Charleston, West Virginia 25325-1348
Telephone: (304) 347-0400

Economic, cultural, social, or other factors related to educational programs and practices for rural residents; American Indians/Alaska Natives, Mexican Americans, and migrants; educational practices and programs in all small schools; outdoor education.

ERIC Clearinghouse for *Science, Mathematics, and Environmental Education* (SE)
Ohio State University
1200 Chambers Road, Room 310
Columbus, Ohio 43212-1792
Telephone: (614) 292-6717

Science, mathematics, and environmental education at all levels, and within these three broad subject areas, the following topics: development of curriculum and instructional materials; teachers and teacher education; learning theory/outcomes (including the impact of parameters such as interest level, intelligence, values, and concept development upon learning in these fields); educational programs; research and evaluative studies; media applications; computer applications.

ERIC Clearinghouse for *Social Studies/Social Science Education* (SO)
Indiana University
Social Studies Development Center
2805 East 10th Street
Bloomington, Indiana 47405-2373
Telephone: (812) 855-3838

All levels of social studies and social science education; content of the social science disciplines; applications of theory and research to social science education; contributions of social science disciplines (anthropology, economics, geography, history, sociology, social psychology, political science); education as a social science; comparative education (K-12); content and curriculum materials on "social" topics such as law-related education, ethnic studies, bias and discrimination, aging, adoption, women's equity, and sex education.

ERIC Clearinghouse on *Teacher Education* (SP)
American Association of Colleges for Teacher Education
One Dupont Circle, N.W., Suite 610
Washington, DC 20036-2412
Telephone: (202) 293-2450

School personnel at all levels; teacher selection and training, preservice and inservice preparation, and retirement; the theory, philosophy, and practice of teaching; curricula and general education not specifically covered by other clearinghouses; all aspects of physical education, health education, and recreation education.

ERIC Clearinghouse on *Tests, Measurement, and Evaluation* (TM)
American Institutes for Research (AIR)
Washington Research Center
3333 K St., N.W.
Washington, DC 20007-3893
Telephone: (202) 342-5060

Tests and other measurement devices; methodology of measurement and evaluation; application of tests, measurement, or evaluation in educational projects or programs; research design and methodology in the area of testing and measurement/evaluation; learning theory in general.

ERIC Clearinghouse on *Urban Education* (UD)
Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 300, Box 40
525 W. 120th Street
New York, New York 10027-9998
Telephone: (212) 678-3433

Programs and practices in public, parochial, and private schools in urban areas and the education of particular racial/ethnic minority children and youth in various settings — local, national, and international; the theory and practice of educational equity; urban and minority experiences; and urban and minority social institutions and services.

Educational Resources Information Center
(Central ERIC)
U.S. Department of Education
Office of Educational Research and Improvement (OERI)
Washington, DC 20208-1235
Telephone: (202) 357-6289

ERIC Processing & Reference Facility
ARC Professional Services Group
Information Systems Division
2440 Research Boulevard, Suite 550
Rockville, Maryland 20850-3238
Telephone: (301) 590-1420

ERIC Document Reproduction Service (EDRS)
Computer Microfilm Corporation (CMC)
3900 Wheeler Avenue
Alexandria, Virginia 22304-5110
Telephone: (703) 823-0500; (800) 227-3742

Oryx Press
2214 North Central Avenue at Encanto
Phoenix, Arizona 85004-1483
Telephone: (602) 254-6156; (800) 457-6799

By David Streitfeld

You Could Look It Up

DICTIONARIES have this way of expanding beyond the amount of time slated for their completion. *The Dictionary of the Older Scottish Tongue* was begun in 1929; more than a half century later, the compilers were only up to "pnewmatick." The *Deutsches Worterbuch* took 120 years to finish. Even the supplement to the *Oxford English Dictionary*, expected to take only seven years, eventually took up 27.

That's a formidable amount of slow growth. Nevertheless, Bryan Garner is confident he can lead the *Oxford Law Dictionary*—a joint project of Oxford University Press and the University of Texas School of Law—to completion in a mere eight. Launched earlier this month at a British Embassy fundraiser, the dictionary is billed as the first to chart the historical development of legal vocabulary in the English-speaking world.

The total cost of the project will be between $3 million and $4 million dollars, which is why University of Texas Law School Dean Mark Yudof told the gathering he had contemplated a fee on bank accounts to raise the money. The dictionary, as planned, will have 30,000 entries, more than a million illustrative quotations, be at least two volumes thick and cost several hundred dollars per set.

Editor-in-chief Garner is only 30, but already has under his belt *A Dictionary of Modern Legal Usage*. In compiling that work, he remembers that "I immediately began recognizing all sorts of Elizabethan usages that had persisted into the 20th century—burthen instead of burden, witnesseth or saith. Those are in 1989 affidavits all the time."

The fact that certain archaic terms have been fossilized in this way has given rise to the notion that the language of the law changes extremely slowly. But alongside the old usages are neologisms that have been invented by jurists but never recorded in dictionaries. Examples of these are availment (the noun corresponding to avail), enjoinable (able to be enjoined, in the sense of issuing an injunction), pretextual (the adjective corresponding to pretext).

Beyond helping to define the undefined, the dictionary will clarify the accepted meanings of words at certain times in history. "If a judge or a court is construing an opinion from the 1820s, and a certain word is crucial to the interpretation, then the court will have a guide to the contemporaneous meaning of the phrase."

Until recently, Garner was a practicing lawyer in Dallas. "I find the discoveries to be made here far more exciting than any other work I could contemplate doing," he says. "This is my passion." Luckily, it's a passion that has seen some advances since James Murray started the *Oxford English Dictionary* a century ago: "I'm glad," says Garner, "I don't have to work in the freezing cold, in a barn, the way Murray did."

Will The Post's New Style Raise Ahems?

By Thomas W. Lippman

IS *SITCOM* a word? How about *fax*? *Rif*? Should this newspaper use *gays* as a synonym for *homosexuals*? What is the possessive of *boss*? What kinds of practitioners, if any, should be accorded the title *Dr.*? Are adherents of Islam to be called *Moslems* or *Muslims*? Should The Washington Post print full home addresses of victims and suspects in crime stories? Is *first lady* capitalized? Is the patch of greenery opposite the White House called *Lafayette Park* or *Lafayette Square*? When is this city *Washington* and when is it *the District*?

If you have quick and easy answers to these questions, perhaps you should have been the one to undertake the exhausting and sometimes divisive task we have just completed in The Washington Post newsroom: compilation of a new stylebook.

Thomas Lippman is director of personnel/news for The Washington Post.

Every major newspaper has a stylebook. It sets out the newspaper's rules and preferences on usage, grammar, spelling, punctuation and abbreviation, but it is also a policy document, a document that specifies how the newspaper is going to communicate with the public on sensitive matters of taste, race, sexual preference, privacy, politics and religion.

Some words are labels. Some words convey approval or disapproval when the newspaper, in fact, does not wish to convey either. *Ultra-orthodox, radical, pro-life, reform, elderly, Indian, girl*—these are words that we may hear every day without taking offense, but they and hundreds of other words must be used cautiously in a newspaper read by people who have strong views about matters political, religious, racial and sexual—as well as grammatical.

At The Washington Post, we know that readers care deeply about the words we use because our files are thick with letters—hurt letters, angry letters, funny letters, sarcastic letters—about every verbal topic from the punctuation of compound modifiers to the spelling of Viers Mill Road to the identification of juveniles in crime stories. "Dear Mr. Bradlee," a pained reader wrote to Executive Editor Benjamin C. Bradlee. "I do not mean this letter to sound petty, because all writers make mistakes in grammar and syntax from time to time. Writers for The Post, however, are making a LOT of

See STYLE, C2, Col. 1

ATTACHMENT 12
PAGE 1 OF 3

The Post's New Style

STYLE, From C1

mistakes." His complaint? A columnist had observed that one course of action was "more preferable" to another.

A reader in Bethesda has besieged Post executives for years with complaints about our use of the apostrophe alone to form the possessive of words ending in s *(boss')* rather than 's *(boss's)*. Lawyers for large corporations are constantly reminding us that their trade names are protected by copyright and should not be used as generic terms. Optometrists and clinical psychologists hate it when we call someone with an MD degree *Dr.* but deny the title to them. "A medical doctor neither has nor deserves a monopoly on the title 'Doctor' and the public should not be led to believe otherwise," we were told by Don H. Vater, "chairperson" of the D.C. Board of Optometry.

Islamic scholars beg to inform us that the name of the prophet should be spelled *Muhammad*. The National Sheriffs' Association says prison guards shouldn't be called *guards*, they are *corrections officers*. We have heard from a retired ordnance officer who argued at great length that we should use the spelling *fuze*, not *fuse*, and from an amateur astronomer who says the adjective from Venus is *Venerean*, not *Venusian*. A disabled lawyer called us "reactionary and obtuse" because we said someone was *confined to a wheelchair*. A Waldorf man says we should use the term *birth mother* instead of *natural mother* in stories about adoption.

Nor are the arguments only between the news staff and our readers. Within this newsroom, the stylebook project touched off strenuous disagreements, mostly between purists and pragmatists on such subjects as the use of accent marks. (The purists insist on using accent marks and diacritical marks such as the tilde and the cedilla—"They're part of the spelling." The pragmatists say we should forget them because we don't know what most of them are and, besides, it's too difficult to typeset them on deadline.) Some of our writers and editors seem to have developed bizarre fetishes about the double *p* in *kidnapped* or the use of *author* as a verb or the correct sequence of tenses. We still have absolutists who insist that *none* always takes a singular verb andthat an infinitive must never be split. They learned it a certain way in fifth grade, by George, so that's the way it has to be.

We don't have time to have these arguments on deadline. The Washington Post contains about 150,000 words on an average weekday, more than in a 250-page book, and most of those words are written, edited and printed in about 12 hours. Do we call a Catholic priest *father*? Do we capitalize *cabinet*? Do we abbreviate *association*? Does a headline have to have a verb? There isn't time for a long discussion. The stylebook is supposed to settle it. The purpose of a stylebook is to supplement the dictionary and ensure that our presentation is consistent and clear as well as accurate and tasteful.

At a newspaper, the word *style* has two meanings: the rules of punctuation, grammar, capitalization and usage that we apply to our written output, and the overall tone or approach. Obviously no single tone or style of writing is appropriate for every article in a publication that reports about every subject, cosmic or trivial, tragic or humorous. Our writing style will change with the material.

But our technical style should not. We are a medium of mass communcation. The need to communicate clearly and quickly with a vast and diverse audience imposes its own restrictions. We have little room for Joycean experimentation or 800-word, punctuation-free Faulknerian paragraphs. We strive for consistency of presentation not because we adhere pedantically to inflexible rules, but because we want to enlighten our readers without confusing them or diverting their attention from the material at hand. In addition, we recognize that the newspaper is read every day by educated people who expect us to uphold a high standard of English usage. Consistency of style is part of the high quality they have a right to demand.

Our current stylebook is more than 10 years old. It has been clear for some time that we needed a new one. Much has changed in the English language and in the Washington area since the mid-1970s, and in any case our copy editors found the stylebook's format, arranged by topic rather than alphabetically, hard to use. When I inherited the project a year ago from a senior editor who retired, I greatly underestimated the difficulty of compiling a book that everyone would accept. The editors of the various sections of this paper exercise considerable autonomy, and I knew that if the stylebook laid down "rules" that editors found unworkable, they would ignore them.

For the sake of simplicity and consistency, I adopted the principle that we would deviate from the dictionary in spelling and capitalization only when there was some compelling reason to do so. But that raised new questions. The dictionary we use, Web-

ATTACHMENT 12
PAGE 2 OF 3

The Post's New Style

ster's New World, disclaims any judgmental role and thus tolerates spelling and usage that we find unacceptable.

"It is not the business of a dictionary either to give direction or to uphold pure standards" but only to record the way people use the language, proclaims the preface to the third edition, published last year. That explains why linguistic atrocities such as *straightjachet* and *imposter* are "in the dictionary." But we don't want them in the newspaper. To resolve this difficulty, I adopted a rule developed by the Associated Press for its stylebook. Where more than one spelling is given, we will use the first or the one for which a full definition is given. That gives us *doughnut*, not *donut*, although the latter is "in the dictionary."

If only every decision had been so easy. It took several days and many exchanges of memos to agree on which reference work would be our primary source for place names. (We chose the National Geographic Atlas of the World.) Editors in the Food section lobbied for an exception from our overall style on weights and measures to accommodate their style on recipes. Opinion was divided on whether we should capitalize the word *the* in the names of publications other than The Washington Post. (Decision: no.) In the end, the most difficult decision turned out to be the one on using the title *Dr.*

The Washington Post calls most individuals by their names only: *John Smith* on first reference, *Smith* on subsequent references. *Mary Brown* on first reference, *Brown* thereafter. But the names of some people—members of the armed forces, holders of elective office, members of the clergy, professors—are preceded by the abbreviation of their title or an honorific: *Adm. John Smith, Sen. Mary Brown, the Rev. James White* and so on. Doctors are in this group. But who is a doctor?

Other titles are easy. The Navy tells us who is an admiral. A university tells us who is a professor. But who would tell us who gets the title *Dr.*?

The old stylebook said, "Use the title *Dr.* for practitioners of the healing arts (including chiropractors and osteopaths) but not for holders of PhDs or honorary degrees." Not much help there. Does that include veterinarians? Podiatrists? Pharmacists? And what about clinical psychologists, who treat patients but often hold PhD degrees?

In the vigorous debate over this, traditionalists argued that when people think of a doctor, they think of someone who holds an MD degree. But dentists and osteopaths are doctors, too. And what about those research scientists who are on the cutting edge of progress in fighting illnesses such as AIDS and cancer? Many of them are PhDs, but they certainly are "practitioners of the healing arts" and their colleagues call them *Dr.*

In the end, we adopted a radical solution that will give equal treatment to everyone who wants to be known as doctor: We abolished the title. We will identify practitioners by their role, not their title: *John Smith, a cardiologist; Mary Brown, a biochemist; William Jones, a podiatrist.* You, the readers, can decide which of these practitioners you want to call *Dr.* We will not make that decision for you. We will use the word *doctor* as the generic term for an MD, but we will not use the title.

The answers we gave for the other linguistic questions asked above will become clear as we implement the new stylebook this spring. I have no doubt that some readers will disagree with whatever we decide, but they should be assured in advance that these decisions weren't made lightly. I don't expect the flow of letters to decrease, but it's likely that we now will begin to hear from different people.

ATTACHMENT 12
PAGE 3 OF 3

"COMPETENCE" (AND ITS VARIATIONS)

AN ANALYSIS OF MIS-SPELLINGS IN THE ERIC DATABASE (ED FILE)

	MIS-SPELLING	ED#	CH#	YEAR INPUT	FIELD
1	COMPENTENCIES	ED-017 085	EC-000 238	1968	AB
2	COMPENTENCE	ED-020 502	AL-020 502	1968	AB
3	COMPENTENCIES	ED-021 784	SP-001 516	1969	AB
4	COMPETANCE	ED-024 236	EF-002 295	1969	AB
5	COMPENTENCY	ED-026 325	SP-002 174	1969	NOTE
6	"	ED-031 480	TE-001 464	1969	AB
7	"	ED-032 384	VT-005 974	1970	AB
8	"	ED-052 088	SE-012 126	1971	AB
9	"	ED-053 333	VT-013 708	1971	AB
10	COMPETANCE	ED-058 348	UD-012 009	1972	AB
11	COMPENTENCY	ED-063 240	SP-005 321	1972	NOTE
12	COMPETANCY	ED-066 602	VT-016 497	1972	AB
13	COMPETENCYBASED	ED-081 863	UD-013 750	1974	AB
14	COMPENTENCY	ED-085 667	CS-000 859	1974	AB
15	COMPENTENSIES	ED-085 959	EC-060 947	1974	AB
16	COMPETENCEIS	ED-087 656	SO-006 854	1974	AB
17	COMPENTENCE	ED-088 269	EC-061 387	1974	AB
18	COMPENTENCY	ED-095 927	IR-001 117	1975	AB
19	"	ED-097 051	JC-740 373	1975	AB
20	COMPENTENCIES	ED-099 950	CS-500 951	1975	AB

"COMPETENCE" AND ITS VARIATIONS

AN ANALYSIS OF MIS-SPELLINGS IN THE ERIC DATABASE (ED FILE)

	MIS-SPELLING	ED#	CH#	YEAR INPUT	FIELD
21	COMPETECNY	ED-103 343	SP-008 685	1975	AB
22	COMPENTENCY	ED-105 109	CE-003 367	1975	TI
23	COMPENTENCIES	ED-111 738	SO-008 591	1976	AB
24	COMPENTENCY	ED-114 055	EC-002 678	1976	A
25	COMPENTENCE	ED-124 662	UD-016 110	1976	AB
26	COMPENTENCIES	ED-185 125	TM-800 352	1980	AB
27	COMPETENCS	ED-188 746	PS-011 489	1980	AB
28	COMPENTENCIES	ED-193 536	CE-027 099	1981	NOTE
29	COMPENTENCY	ED-193 778	EA-013 015	1981	AB
30	COMPETENCEIS	ED-195 626	UD-021 133	1981	AB
31	COMPENTENCY	ED-196 864	SP-017 199	1981	AB
32	"	ED-200 092	HE-013 556	1981	AB
33	COMPENTENCIES	ED-210 135	RC-013 037	1982	AB
34	COMPENTENCY	ED-212 875	CE-031 418	1982	AB
35	COMPETENCEY	ED-236 887	EC-161 108	1984	AB
36	COMPETANCY	ED-251 679	CE-040 302	1985	TI
37	COMPENTENCIES	ED-258 939	SP-026 176	1985	AB
38	COMPETENCEY	ED-258 959	SP-026 439	1985	AB
39	COMPENTENCE	ED-263 163	TM-850-648	1986	AB
40	COMPENTENCY	ED-263 317	CE-042 765	1986	AB
41	COMPENTENCIES	ED-276 866	CE-045 974	1987	AB

"COMPETENCE" (AND ITS VARIATIONS)

AN ANALYSIS OF MIS-SPELLINGS IN THE ERIC DATABASE (EJ FILE)

	MIS-SPELLING	EJ#	CH#	YEAR INPUT	FIELD
1	COMPENTENCIES	EJ-098 259	JC-500 771	1974	AB
2	COMPETANCY	EJ-117 946	IR-501 886	1975	AB
3	COMPENTENCY	EJ-134 908	PS-504 657	1976	TI
4	"	EJ-165 997	EC-092 754	1978	AB
5	COMPENTS	EJ-186 170	TM-503 414	1978	TI
6	COMPENTANCY	EJ-187 304	SE-521 663	1979	AB
7	COMPETANCE	EJ-232 960	SE-528 196	1981	AB
8	COMPENTENCIES	EJ-243 531	CE-510 960	1981	TI
9	COMPENTENCY	EJ-243 531	CE-510 960	1981	DE
10	"	EJ-249 512	UD-508 620	1981	TI

"COMPETITION" AND ITS VARIATIONS

AN ANALYSIS OF MIS-SPELLINGS IN THE ERIC DATABASE (ED FILE)

	MIS-SPELLING	ED#	CH#	YEAR INPUT	FIELD
1	COMPETETIVE	ED-030 926	CG-004 139	1969	AB
2	COMPETETIVELY	ED-039 720	EM-008 053	1970	AB
3	COMPETIVE	ED-078 589	EA-005 278	1973	AB
4	COMPETETIVE	ED-091 619	CG-008 828	1974	AB
5	COMPETIONON	ED-093 052	EA 006 243	1974	AB
6	COMPETETIVE	ED-097 245	SO-007 805	1975	AB
7	COMPETIVE	ED-106 005	RC-008 453	1975	AB
8	COMPETIVENESS	ED-107 408	RC-008 536	1975	AB
9	COMPETIVE	ED-119 191	CS-202 517	1976	TI
10	COMPETION	ED-119 601	HE-007 607	1976	AB
11	COMPETITITVE	ED-139 777	SP-011 077	1977	ID
12	COMPETETIVE	ED-140 161	CG-011 440	1977	AB
13	"	ED-144 900	SO-010 367	1978	AB
14	COMPETITVE	ED-153 544	HE-009 909	1978	AB
15	COMPETIVENESS	ED-180 865	SO-012 197	1980	AB
16	COMPETITITION	ED-186 373	SP-015 800	1980	AB
17	COMPETETIVE	ED-193 150	SO-012 888	1981	AB
18	"	ED-196 751	SO-013 010	1981	AB
19	"	ED-198 059	SO-013 141	1981	AB
20	"	ED-206 728	TM-810 642	1982	AB

"COMPETITION" AND ITS VARIATIONS

AN ANALYSIS OF MIS-SPELLINGS IN THE ERIC DATABASE (ED FILE)

	MIS-SPELLING	ED#	CH#	YEAR INPUT	FIELD
21	COMPETETION	ED-206 877	CE-029 995	1982	AB
22	COMPETETIVE	ED-206 894	CE-030 029	1982	AB
23	COMPETIVENESS	ED-209 721	EA-014 100	1982	AB
24	COMPETETIVE	ED-217 942	JC-820 318	1982	AB

"COMPETITION" AND ITS VARIATIONS

AN ANALYSIS OF MIS-SPELLINGS IN THE ERIC DATABASE (EJ FILE)

	MIS-SPELLING	EJ#	CH#	YEAR INPUT	FIELD
1	COMPETIVE	EJ-035 885	CG-502 651	1971	AB
2	COMPETETIVE	EJ-093 883	AA-517 923	1974	AB
3	"	EJ-100 665	CG-507 416	1974	AB
4	"	EJ-112 085	CE-502 433	1975	AB
5	COMPETITITON	EJ-120 252	UD-503 729	1975	AB
6	COMPETITITVE	EJ-218 137	PS-509 044	1980	TI
7	COMPETETIVE	EJ-239 444	SO-508 559	1981	AB
8	COMPETIVE	EJ-295 154	EC-161 335	1984	AB
9	"	EJ-310 879	TM-510 293	1985	TI
10	COMPETITON	EJ-317 659	TM-510 560	1985	AB
11	COMPETIVENESS	EJ-366 271	HE-523 508	1988	ID
12	"	EJ-369 138	HE-523 821	1988	AB

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PAGE 1 OF 1

DIALOG
Information Services, Inc.
A Knight-Ridder Company
3460 Hillview Ave. • Palo Alto, California 94304 • (415) 858-2700 • FAX: (415) 858-7069

March 28, 1989

Ted Brandhorst
ERIC Facility
2440 Research Blvd.
Suite 550
Rockville, MD 20850

Dear Ted,

Thank you for bringing to our attention the strange occurrence of some data from the June 1983 CIJE Journal Announcement on the 1966-1979 archive ERIC cdrom disc. This surely does not belong on that disc! The division of the two discs was done by EJ and ED number ranges and clearly some incorrect EJ records were input on the archive dataset. The good news is that the June 1983 records were also correctly loaded on the Current (1980+) disc.

We have not yet been able to determine the source of this error which apparently happened in the loading of the original three disc product in 1986. We will, of course, continue to analyse the problem. Hopefully, we will have an answer and correct it when the archive disc is next re-mastered.

Please extend our thanks to the Clearinghouse folks who noted this error which up until now had gone unnoticed. We are very appreciative of this kind of assistance with the ERIC file from the people who know it best and apologize for any inconvenience that this error is causing anyone.

I am also making arrangements to have a complete ERIC OnDisc product sent to you gratis. We will also supply you with regular quarterly updates to the current disc at no cost.

Sincerely,

Dona W. Holloway

Dona W. Holloway
Product Manager
Education & Library Science

ORDER ERIC DOCUMENTS VIA ..ORDER

Save time! Order your ERIC documents online!

Now you can order documents identified in the ERIC database using the ..ORDER command. The ERIC Document Reproduction Service (EDR) is now available as the fourth ..ORDER vendor, joining University Microfilms International (UMI), ABI/INFORM (ABI) and the Institute for Scientific Information (ISI). The ERIC documents available from EDR have the accession number prefixed by ED, indicating they are from the Resources in Education (RIE) section of the database.

When you enter ..order, you are given a menu of options. The first option is to modify your user profile:

BRS DOCUMENT ORDERING, Would you like to
1. Modify your user order profile
2. Review previously entered orders
3. Enter an order – Direct entry
4. Review vendor rates and terms
5. Order from a Search Statement
6. Exit the order process

Please Enter Your Numeric Choice (1-6): 1

If EDR is not listed as a vendor in your user profile, you must first enter it as an option in your user profile. If you plan to order mostly ERIC documents, you can change your primary vendor to EDR. Your other choice is to add EDR as another vendor in the v4 (vendor 4) slot of your profile. After choosing number 1, your user profile information displays with your name, address , credit card information, as well as the existing vendor names and account information. At the end of this display, you are prompted to type the field or vendor number you want to modify. See Search Sample 3.

Search Sample 3

```
_:
1. BILLING ADDRESS:   DONA MCDERMOTT
                      1350 AVENUE OF THE AMERICAS
                      NEW YORK, NY 10019

_:
2. MAILING ADDRESS:   DONA MCDERMOTT
                      BRS INFORMATION TECHNOLOGIES
                      1350 AVENUE OF THE AMERICAS
                      NEW YORK, NY 10019

_:
3. TELEPHONE NUMBER: 2122477770
_:
4. CREDIT CARD NUMBER: XXXX XXXX XXXX XXXX
_:
EXPIRATION DATE: 8912
_:
5. ORDER MESSAGES LEVEL (DETAILED OR ABBREVIATED): DETAILED
_:
6. PRIMARY VENDOR: UMI
_:
v1.    VENDOR ID: UMI
_:
       VENDOR ACCOUNT NUMBER: NONE
_:
       SHIP VIA: FIRST CLASS
_:
       MAXIMUM PER ORDER COST: UMI FEE
_:
       ALT. VENDOR:
_:
       ALT. VENDOR ACCT NUMBER:
_:
v2.    VENDOR ID: ABI
_:
       VENDOR ACCOUNT NUMBER: NONE
_:
       SHIP VIA: FIRST CLASS
_:
       MAXIMUM PER ORDER COST: ABI FEE
_:
v3.    VENDOR ID: ISI
_:
       VENDOR ACCOUNT NUMBER: NONE
_:
       SHIP VIA: FIRST CLASS
_:
       MAXIMUM PER ORDER COST: ISI FEE
_:
ENTER THE FIELD NUMBER (1, 2, 3, ETC.) TO MODIFY A FIELD, A
VENDOR NUMBER (v1, v2, v3, etc.) TO ADD OR MODIFY VENDOR
INFORMATION, OR PRESS RETURN FOR THE PREVIOUS MENU:
  (NOT AVAILABLE TO FIRST TIME ORDER USERS)
OR ENTER SAVE, TEMP (TEMPORARY SAVE), HELP, OR EXIT
_:
```

At this point, type "6" (for field six) to change your primary vendor, or type "v4" to add another vendor. When prompted for the Vendor ID, type: edr. Continue typing information for this vendor as you are prompted. Make sure you SAVE these changes at the end, so the change is permanent. Otherwise, EDR will be a vendor for this session only. See Search Sample 4.

Search Sample 4

```
_: v4
ENTER VENDOR ID, TYPE CLEAR TO CLEAR VENDOR OR PRESS
RETURN:
_: edr
ENTER ACCOUNT NUMBER OR PRESS RETURN:
_: xxxxxx
ENTER HOW TO SHIP (RUSH, FAX, OVERNIGHT, ETC.) OR PRESS
RETURN:
_: first class
ENTER MAXIMUM PER ORDER COST OR PRESS RETURN:
_: vendor fee
v4.    VENDOR ID: EDR
_:
       VENDOR ACCOUNT NUMBER: NONE
_:
       SHIP VIA: FIRST CLASS
_:
       MAXIMUM PER ORDER COST: NONE
_:
ENTER THE FIELD NUMBER (1, 2, 3, ETC.) TO MODIFY A FIELD, A
VENDOR NUMBER (v1, v2, v3, etc.) TO ADD OR MODIFY VENDOR
INFORMATION, OR PRESS RETURN FOR THE PREVIOUS MENU:
  (NOT AVAILABLE TO FIRST TIME ORDER USERS)
OR ENTER SAVE, TEMP (TEMPORARY SAVE), HELP, OR EXIT
_: save
PROFILE HAS BEEN PERMANENTLY SAVED
```

continued on page 17

ORDER ERIC DOCUMENTS - *from page 16*

Please Note: You MUST have either a vendor account number or a credit card number in your user profile to order documents. Call or write to EDRS to establish an account: EDRS, 3900 Wheeler Avenue, Alexandria, VA 22304-5110, 800-227-ERIC or 703-823-0500 (in Virginia).

To order documents from EDR, you can type "..order edr" at any search prompt. You can order documents from a search statement number (option 5) while in the ERIC database. Or you can order documents by direct entry (option 3), keying in all pertinent information from an ED citation while in ERIC or any other database. The following example shows ordering from a search statement number, (option 5 from the menu above). See Search Sample 5.

Search Sample 5

```
ERIC RIE & CUE 1966-NOV 88
BRS SEARCH MODE—ENTER QUERY
      1__: gifted adj talented.ti.

        RESULT     514 DOCUMENTS
      2__: 1 and minority.de.

        RESULT     9 DOCUMENTS
      3__: 2 and ed.an.                    [1]

        RESULT     5 DOCUMENTS
      4__: ..p 3 bibl/1

           1
AN    ED246604.
TI    The "Gifted" and "Talented" Program Study. Division of
      Public Schools Analysis and Recommendations (and)
      Report of the "Gifted" and "Talented" Program Study.
IS    RIEDEC84.
YR    84.
END OF REQUEST

      4__: ..order edr

      PRIMARY VENDOR: EDR

__:

__:
BRS DOCUMENT ORDERING, WOULD YOU LIKE TO
  1. MODIFY YOUR USER ORDER PROFILE
  2. REVIEW PREVIOUSLY ENTERED ORDERS
  3. ENTER AN ORDER—DIRECT ENTRY
  4. REVIEW VENDOR RATES AND TERMS
  5. ORDER FROM A SEARCH STATEMENT
  6. EXIT THE ORDER PROCESS
  PLEASE ENTER YOUR NUMERIC CHOICE (1-6):
__: 5

PLEASE ENTER THE SEARCH STATEMENT YOU WISH TO ORDER
FROM:
__: 3

PLEASE ENTER THE DOCUMENT NUMBER YOU WISH TO ORDER:
__: 1

PLEASE ENTER PAPER COPY (PC) OR MICROFICHE (MF):
__: pc

__:
LINE ITEM: 001   ED246604   THE GIFTED AND TALENTED PROGRAM
__:
```

[1] Because only documents with the prefix ED are available from EDR, you may want to add "AND ed.an." as your final search statement when you expect to order documents.

As you see, you can order paper copy or microfiche. The Level of Availability (LV) field gives a level number to indicate in which form a document is available. Level 1 is available in paper copy and microfiche, Level II is available in microfiche only, and Level III is not available from EDR.

If you are not ordering from a search statement number but are going to type in the order information yourself (direct order), you need to know the following: the accession number, author, title, inclusive number of pages, and EDRS price codes. By including the BIBL, the PR and NT fields in your PRINT statement, you will have all this information. After choosing option 3 for direct entry, the system prompts you for this information.

When you have finished typing in your order information, you are again given the ORDER menu. It is a good idea to choose option 2 (Edit or review the items just entered) to review your order since you cannot cancel an order once it has been sent. Choose 4 to send the order. You receive a return message: Order has been queued. When you are finished ordering, type 6 to exit the order process. You can also choose 6 before you send your order, in which case your order will be automatically canceled. After exiting from ..ORDER, you are returned to search mode.

Price Information

Below is detailed cost information for the ERIC Document Reproduction Service for microfiche and paper copies of documents:

PAPER COPY/HARD COPY**

Price Code	Pages	Price
PC01	1-25	$ 1.94
PC02	26-50	3.88
PC03	51-75	5.82
PC04	76-100	7.76
PC05	101-125	9.70
PC06	126-150	11.64
PC07	151-175	13.58
PC08	176-200	15.52
PC09	201-225	17.46
PC10	226-250	19.40
PC11	251-275	21.34
PC12	276-300	23.28
PC13	301-325	25.22
PC14	326-350	27.16
PC15	351-375	29.10
PC16	376-400	31.04
PC17	401-425	32.98
PC18	426-450	34.92
PC19	451-475	36.86
PC20	476-500	38.80
PC21	501-525	40.74
PC22	526-550	42.68
PC23	551-575	44.62
PC24	576-600	46.56
PC25	601-625	48.50
PC26	626-650	50.44

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ORDER ERIC DOCUMENTS - *from page 17*

Price Code	Pages	Price
PC27	651-675	52.38
PC28	676-700	54.32
PC29	701-725	56.26
PC30	726-750	58.20
PC31	751-775	60.14
PC32	776-800	62.08
PC33	801-825	64.02
PC34	826-850	65.96
PC35	851-875	67.90
PC36	876-900	69.84
PC37	901-925	71.78
PC38	926-950	73.72
PC39	951-975	75.66
PC40	976-1000	77.60

MICROFICHE***

Price Code	Pages	No. of Fiche	Price
MF01	1-480	1-5	$ .82
MF02	481-576	6	.98
MF03	577-672	7	1.14
MF04	673-768	8	1.30
MF05	769-864	9	1.46
MF06	865-960	10	1.62
MF07	961-1,056	11	1.78
MF08	1,057-1,152	12	1.94
MF09	1,153-1,248	13	2.10
MF10	1,249-1,344	14	2.26
MF11	1,345-1,440	15	2.42
MF12	1,441-1,536	16	2.58
MF13	1,537-1,632	17	2.74
MF14	1,633-1,728	18	2.90
MF15	1,729-1,824	19	3.06

*Add $1.00 per document ordered plus shipping charges.
**ADD $1.94 FOR EACH ADDITIONAL 25 PAGES, OR FRACTION
***ADD $0.16 FOR EACH ADDITIONAL MICROFICHE (1-96 PAGES).

Remember EDR the next time you need ERIC documents!
■

HELP US HELP YOU!

Help set the future direction of BRS by letting us know about your organization's plans for online searching. Fill out and return the enclosed questionnaire. If you choose to include your name and daytime phone number, we'll enter your name in a drawing to win three free hours of connect time on the database of your choice.

SilverPlatter

February 1989

To: SilverPlatter Subscribers

Subject: Distribution of Release 1.5

With pleasure we are sending you a new version of the SilverPlatter Information Retrieval Software, Release 1.5, with supporting documentation. To use it follow the Setup Procedures in the revised Installation Guide. Note that you must install Release 1.5. Failure to do so will result in problems with database updates in the future.

We are sending one package to each shipping address. If you have multiple subscriptions and require additional copies of the software or documentation, we have included a form and envelope to request them.

Features of Release 1.5

The primary features of Release 1.5 are three: The software supports daisychained drives, facilitates networking, and supports compression of database text.

Daisychained Drives
Daisychaining is the linking of multiple drives to a single workstation, accomplished through a multiple adapter card installation (such as with Philips CD-ROM drives) or a daisychain installation (like Hitachi's). Please refer to the enclosed Daisychaining Hardware Sheet for more information.

Networking
Release 1.5 fully supports MultiPlatter™, SilverPlatter's stand-alone CD-ROM network, and enables SilverPlatter CD-ROMs to run in some Local Area Networks. If you have a network of your own, and intend to install SilverPlatter compact discs on it, Customer Support may be able to help you.

Text Compression
SilverPlatter has now compressed the text for several of its databases. With compression we can store the same amount of data on fewer discs, or, by adding more data to the current disc, avoid splitting files in two. Releases earlier than 1.5 do not work with a database that has been compressed.

Functionally, in a single drive system, Release 1.5 is similar to Release 1.4. In a multiple drive configuration, RESTART and XCHANGE move to a menu of databases rather than a title screen. Refer to the documentation for details on RESTART and XCHANGE. Instructions for updating your copy of *Getting Started* and the *SilverPlatter Installation Guide* with the new and replacement pages are enclosed. Information on daisychained systems can be found under the subheadings "Daisychained CD-ROM Drives."

Note to CHEM-BANK Subscribers
SilverPlatter recommends that you not use CHEM-BANK with the key accessory SuperKey® at a multiple drive workstation. SuperKey's specially assigned key combinations will call up SuperKey commands in all other databases. If you choose to search CHEM-BANK at a multiple drive workstation, we recommend that you reboot before and after searching the database.

Note to Floppy-Based System Users
If you are using Microsoft Extensions in a floppy-based system and your database includes a tutorial, your files may not fit on a floppy. Customer Support may be able to help you work out a solution. SilverPlatter continues to recommend a hard disk and 640K of memory for optimal performance.

The release has undergone intensive quality assurance testing at SilverPlatter as well as extensive field testing at several libraries. Should you have any problems during installation or while searching with Release 1.5, please do not hesitate to contact our Customer Support Staff at 1-800-343-0064 or (617) 239-0306.

Thank you.

SilverPlatter Information, Inc.
37 Walnut Street, Wellesley Hills, MA 02181, U.S.A. / 617-239-0306 / FAX: 617-235-1715 / ALANET: 41: ALA1886
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SilverPlatter

HARDWARE INFORMATION
11/28/88

Equipment requirements for using SilverPlatter Information Retrieval System with IBM PCs or compatibles:

- **A CD-ROM drive:**
  - Hitachi CDR-1502S, CDR-1503S, or CDR- 2500 with IFI3, IFI4 or IFI4A controller.
  - Hitachi CDR-1503S with IFI5A controller (used only for IBM PS2 Models 50, 60, 70, 80). **MS-DOS CD ROM Extensions is required for use of this drive and controller.**
  - Sony CDU100 with CDB200 controller.
  - Philips drive with a CM153, CM154, or CM155 controller.
    (If you plan to exchange discs during your search process, SilverPlatter recommends that you not use the Philips CM121 drive.)
  - DEC RRD50 with CM155 controller or with CM153 controller.
  - Toshiba XM-2000A.
  - Other drives with the use of MS-DOS CD ROM Extensions.

  Note 1: Some CD-ROM drives are available from SilverPlatter. Consult the SilverPlatter Catalog for further information.
  Note 2: Daisychaining, a feature in SilverPlatter's software version 1.5, supports the linking of multiple CD-ROM drives to a single PC. If you plan to use this feature, refer to the multiple-drive systems flyer for details on hardware configurations.

- **An IBM PC, IBM XT, IBM AT, or compatible** with
  - a minimum of 512K in RAM. 640K is recommended for improved performance,
  - a monitor (either color or monochrome),
  - a standard keyboard.

  See the table on the reverse side for those computers and CD-ROM drive combinations known to work with SilverPlatter CD-ROM databases and software.

- **MS-DOS CD ROM Extensions (MSCDEX):** Some CD-ROM drives require MSCDEX. SilverPlatter recommends the use of MSCDEX with all drives. Use of MSCDEX may necessitate a hard disk or dual floppy system.

- **A floppy or a hard disk drive:** SilverPlatter software can be loaded on a single 5-1/4" floppy disk or 3-1/2" cartridge, but for improved performance with the SilverPlatter Information Retrieval System, SilverPlatter recommends a hard disk. Additionally, future hardware configurations, coupled with certain selections of database and software options, may require a hard disk.
  Please indicate on your Subscription and License Agreement if you are using the 3-1/2" cartridge.

- **Any printer with a parallel interface;** a printer is recommended, but is optional.

- PC DOS (Disk Operating System) or **MS DOS Version 2.1 or higher.**

  Note 1: Some PC DOS versions work only on their specific hardware.
  Note 2: If you plan to use MSCDEX, 3.1 or a higher version of DOS is required. Consult the MSCDEX documentation for complete information.

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The computers listed below have been reported to work with SilverPlatter CD-ROM databases and software with the CD-ROM drive(s) and controller cards indicated. There may be other computers that are compatible with SilverPlatter that have not yet been reported. A line (—) indicates that it is unknown whether the computer works with SilverPlatter and the specific CD-ROM drive.

COMPUTER	CD-ROM DRIVE				
	Philips with controller card				
	153	154[1]	155	Hitachi	Sony CDU 100
IBM, PC, XT, AT	YES	YES	YES	YES	YES
IBM PC Portable Dual Floppy	YES	—	—	—	—
Personal System 2 Model 30	YES	—	YES	YES[2]	YES
Personal System 2 Model 50, 60, 70, 80	—	—	—	YES[3]	—
ACER 910	—	—	—	YES	—
AST 286	YES	—	—	YES	—
Compaq Portable and Compaq 286 Portable	YES	—	YES	YES	YES
Compaq Deskpro 4	—	—	—	—	—
DEC VAXMATE with Expansion Unit	YES	—	YES	—	—
Dell AT 286	YES	—	—	—	—
Dell System 10	—	—	—	YES	—
Epson Equity I	—	—	YES	YES	—
Epson Equity II	—	—	—	—	—
FIVESTAR FS286	YES	—	—	YES	—
Leading Edge Model D	NO	—	YES	YES[4]	YES
NCR-PC-6	—	—	YES	—	—
OCLC M300 and M310	YES	—	YES	YES	—
Olivetti M24, M240	—	—	—	YES	—
Panasonic Sr. Partner RLH7100	YES	—	—	—	YES
PC Discount Noble 386	YES	—	YES	YES	—
TANDY 3000 HD20	—	—	—	YES	—
TANDY 1000	YES	—	—	—	—
VERTEX 286-16	YES	—	—	—	—
WANG 280	YES	—	—	—	—
WYSE PC AT 286	YES	—	YES	YES	YES
XEROX compatible	—	—	—	YES	—
Zenith Z158	NO	—	YES	YES	—
Z159	YES	—	YES	YES	—
Z248	YES	—	—	—	—

[1] New controller card, not yet reported compatible with other computer models.

[2] With MS-DOS CD ROM Extensions only

[3] With IFI5A controller card only and MS-DOS CD ROM Extensions

[4] Calendar Clock must be turned off if an IFI3 or IFI4 controller is in use

SilverPlatter

DAISYCHAINING (MULTIPLE DRIVE)
HARDWARE INFORMATION
JANUARY 1989

Requirements for Daisychained (Multiple) CD-ROM Drives
With the SilverPlatter Information System

Before purchasing hardware for a multiple drive (daisychained) CD-ROM workstation, determine the number of drives required and use the information below and on the reverse side to:

1. Determine if the drive type and model number support the number of drives desired.
2. Determine the number of controller cards needed to support your drives.
3. Determine the number of open expansion slots in your computer. One open expansion slot is required for every controller card.
4. Determine whether Microsoft MS-DOS CD-ROM Extensions is required for the drive model selected.

If you are unsure about what drives and controller cards to purchase, consult SilverPlatter Customer Support or your CD-ROM drive manufacturer. Computer, printer, and DOS requirements for the SilverPlatter system can be found on SilverPlatter's Hardware Information Sheet.

CD-ROM Drive Requirements
The following drives and controller cards can be used in a daisychained system. Many drives can operate with more than one controller card model. For ease of installation, SilverPlatter does not recommend mixing CD-ROM drive brands or models within a multiple drive system.

Hitachi
The following drives are compatible with the listed controller cards unless indicated. Each controller card supports a maximum of four drives:

Drives: CDR-1503S (stand-alone)
CDR-2500 (full-height internal)
CDR-3500 (half-height internal)

Controller Cards: IFI4
IFI25A-2
IFI4A
IFI35A* (for Model CDR-3500)
IFI5A (for the IBM PS/2 Model 50, 60, 70, and 80 only)

* The IFI35A may not support the maximum number of drives.

Note 1: Although multiple CDR-1502's can be cabled to a workstation, SilverPlatter does not recommend the CDR-1502 for daisychaining.
Note 2: The IFI4 and IFI25A-2 do not allow an address change, which is necessary if more than one controller card is installed in a computer.
Note 3: Some Hitachi drives and controller cards are available from SilverPlatter. Consult the SilverPlatter Catalog for further information.
Note 4: Most Hitachi configurations can support up to 23 drives attached to a workstation with a hard disk.

Philips
The following drives are compatible with the listed controller cards:

Drives: CM100 (top loading, stand-alone)
CM121 (stand-alone)
CM201 (half-height)

Controller Cards: CM153 connects one drive
CM154 connects two drives

Note 1: The CM155 card supports two drives, but is not recommended for daisychaining.
Note 2: If you plan to physically switch discs during your search process, SilverPlatter recommends that you not use the CM121 or the CM201.
Note 3: A Philips configuration can support up to six drives by installing the maximum number of CM154 cards or a combination of CM154 and CM153 cards.

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Other Drive Types
Other drive manufacturers may support multiple drive systems with SilverPlatter search software. SilverPlatter will release hardware information on these drives as the systems are tested.

Hard (Fixed) Disk
For improved performance with the SilverPlatter Information Retrieval System, SilverPlatter strongly recommends a hard disk. Additionally, future hardware configurations, coupled with certain selections of database and software options, may require a hard disk.

Microsoft Extensions (MSCDEX):
Microsoft MS-DOS CD-ROM Extensions is required for all daisychained systems, except for Philips drives or four or fewer Hitachi drives.

Power
Each drive usually requires a separate electrical outlet.

The recommended daisychaining hardware combinations may be affected by the configuration of your particular workstation and the presence of other non-standard devices such as network controller cards. IBM computers with conflicting controller cards or non-IBM compatibles may or may not support the maximums indicated. SilverPlatter continues to test equipment and will release new information as it becomes available. All information is subject to change.

The Oryx Press
Suite 103
2214 North Central at Encanto
Phoenix, Arizona 85004
(602) 254-6156

March 29, 1989

CIJE SOURCE JOURNAL INDEX UPDATE
FOR APR89

Additions

CE Adults Learning
FL Journal of Applied Linguistics
IR Journal of Research in Computing in Education
SO Social Studies Texan

Deletions

CE Adult Education (London)
EA Educational Management and Administration
HE College Store Journal
HE Journal of Architectural Education
HE Teaching at a Distance
IR Audiovisual Instruction
IR AV Communication Review
IR Journal of Visual/Verbal Languaging
RC Education
SO Educational Studies: A Journal in the Foundations of Education
SO Intercollegiate Review
SO Journal of Applied Philosophy
SO National Art Education Association News
SO Network News Exchange
SO Social Studies Teacher
SO Southwestern Journal of Social Education

Name Changes

CE Studies in Adult Education to Studies in the Education of Adults
HE Journal of Medical Education to Academic Medicine
IR Programmed Learning and Educational Technology to Educational and Training Technology International
IR Educational Communication and Technology (ETCJ) to Educational Technology Research and Development
SO New England Social Studies Bulletin to New England Journal of History

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Suite 103
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Phoenix, Arizona 85004

April 18, 1989

CIJE SOURCE JOURNAL INDEX UPDATE
FOR JUN89

Additions

CE Ageing International
CE Studies in Continuing Education
IR Laserdisk Professional
PS Early Child Development and Care
SP Teaching Education
UD Education and Society
UD Psychology of Women Quarterly

Deletions

CE Personnel Journal
PS Day Care and Early Education

Name Changes

CE Journal of the American Association of Teacher Educators in Agriculture to Journal of Agricultural Education
CG Journal of College Placement to Journal of Career Planning and Employment
CG Journal of the National Association of Women Deans, Administrators and Counselors to Initiatives
CG Psychology: A Quarterly Journal of Human Behavior to Psychology: A Journal of Human Behavior
EC Exceptional Child to International Journal of Disability, Development and Education

Telephone: (602) 254-6156 • Alanet: ALA 0978 • Source: BCJ387]

*** CIJE MONTHLY REPORT - APR89 I.CIJE2 ***17:22:05 30 MAR 1989 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	94	16	22	391
CG	136	13	20	456
CS	212	24	0	650
EA	89	6	1	308
EC	169	18	31	518
FL	59	10	4	210
HE	138	19	0	388
IR	138	28	1	431
JC	36	5	0	99
PS	90	5	0	215
RC	49	6	0	164
SE	268	22	59	662
SO	77	15	1	335
SP	71	10	0	248
TM	71	8	7	204
UD	76	16	0	223
GRAND TOTALS	1773	221	146	5302

*** CIJE MONTHLY REPORT - MAY89 I.CIJE1 ***15:11:37 17 APR 1989 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	240	38	61	631
CG	174	14	33	630
CS	225	21	0	875
EA	123	14	0	431
EC	243	21	48	761
FL	97	13	5	307
HE	76	13	0	464
IR	122	28	15	553
JC	24	2	0	123
PS	100	9	0	315
RC	62	9	1	226
SE	183	15	36	845
SO	188	32	4	523
SP	108	12	0	356
TM	70	6	0	274
UD	47	6	7	270
GRAND TOTALS	2082	253	208	7584

ATTACHMENT 19
PAGE 1 OF 1

EAB ERIC® ADMINISTRATIVE BULLETIN

Volume: 13
Number: 5/6
Date: May/June, 1989

Educational Resources Information Center, Office of Educational Research and Improvement, Washington, D.C. 20208

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2. OERI Reference Service for Education-Related Statistical Data---Letter From Sharon Horn to Libraries

3. Westchester County (NY)---ERIC via MPALS System

4. Accessing ERIC With Your Microcomputer: Update (IR Digest)

5. "Electronic Mail's Delivery Problems" (Washington Post Article)

6. A. "Ordering Documents Through the OCLC Interlibrary Loan (ILL) Subsystem" (EDRS Brochure)

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   A. Level 3 Card Cessation
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9. EDRS Paper Copy "Best Seller" List for 1988.

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11. ERIC Database Search Aids (ORBIT List)

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    A. Tutorials
    B. Changing Hardware Requirements
    C. MacSPIRS
    D. Daisychaining
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13. EDRS Customer Service Reports for May, April, March, February 1989, and December 1988

14. CIJE Source Journal Index Update for August 1989

15. CIJE Monthly Report for June, July, August 1989

The ERIC Administrative Bulletin (EAB) is prepared by the ERIC Processing and Reference Facility on the basis of material submitted by all components of the ERIC system. EAB articles are reviewed and approved by Central ERIC before publication.

The EAB is intended to be the "journal" of the ERIC system and a major means for the decentralized components of ERIC to communicate and interact with one another. The EAB is also a permanent record reflecting most of the major events in the life of the ERIC system such as personnel changes, Standing Order Customer changes, etc.) and providing in printed form essential documents (such as ERIC policy and priority statements, Clearinghouse scope statement modifications, ERIC Processing Manual revisions, otc.). Submissions to the EAB are to be sent (using the standard form) to your respective monitor. The deadline for input to each monthly issue is the 10th of the month.

NETWORK NEWS

ACCESS ERIC AWARD ANNOUNCEMENTS

The U.S. Department of Education announced the award of the ACCESS ERIC contract to Aspen Systems in a "Media Update" dated May 17, 1989. (See Attachment 1.)

...Pat Coulter
(CERIC)

EDUCATION-RELATED STATISTICAL INFORMATION--- AVAILABILITY FROM WITHIN OERI

Sharon Horn, the Acting Director, Information Services, issued a letter on April 28, designed to provide libraries and librarians with an address and telephone number within OERI for a reference service specializing in education-related statistical information. A copy of the letter is provided as Attachment 2.

...Kevin Arundel
(CERIC)

WESTCHESTER COUNTY (NY) OFFERS ERIC LOCALLY VIA MPALS SYSTEM AND PLANS TO OFFER ERIC VIA NYNEX GATEWAY CALLED "INFO-LOOK"

Westchester County (NY) has been in the forefront of organizations offering ERIC via MARC-record-based library systems. In recent years, the Facility has generally referred users interested in ERIC records in MARC format to the Westchester group. The Facility recently received a letter from Westchester which nicely summarized their MPALS development., This letter is shared with the Clearinghouses as Attachment 3.

...Pat Brown
(Facility)

REPORT FROM SOUTH AMERICA

It's autumn in South America, and the school year is in its fourth month. During a month in Chile, Don Ely visited more than a dozen universities in the course of doing his research on the diffusion and implementation of educational technology in Latin America. All of the librarians he met said they were familiar with ERIC. His confidence in this statement increased when copies of RIE and CIJE were found on the shelves in half of the libraries visited. One library had an assorted collection of ERIC microfiche, and another had a sample ERIC CD-ROM disc from OCLC, but had no way to use it.

In a follow-up visit with the university librarian who invited Ted Brandhorst and Chuck Hoover to conduct a workshop in Chile in 1981, two important discoveries were made:

- there is now a national network of bibliographic information---a union catalog of ten libraries connected online; and

- there is an information network on education for Latin America and the Caribbean called REDUC. It is this latter ERIC-like system that should evoke some interest among the professionals in the ERIC system.

REDUC is a bibliographic databank with 27 centers in 19 countries. Over the past 20 years, it has accumulated more than 16,000 documents (mostly in Spanish, but some in English). The 400 word abstracts (with descriptors) are published twice a year in an RIE-like index, and all documents are backed up by microfiche. The process of computerization is underway with more than 6,000 items in storage. The North American representative of REDUC is the Ontario Institute for Studies in Education, 252 Bloor Street, West, Toronto, Ontario, Canada M5S 1V6 (BITNET: reduc@utoroise; FAX (416) 926-4725). Contact: Dr. Joe Farrell or Dr. Linda Harasim.

The next progress report will come from Peru.

...Don Ely (IR)

WHEN WE SAY DISSEMINATION...

The February issue of Vertical File Index picked up a couple of CE's Digests; the March issue picked up a few more; the April issue listed 6 of them. Then the deluge! We stopped counting requests at 700. Most Monday mails bring between 75 and 100 requests. We are also getting "second generation" requests---those from the "No-Cost Resources" lists we return with each response packet. If you're looking for an announcement vehicle.... By the way, it's a marvelous way to reach school and public libraries. Probably 75 percent of the requests come from them.

...Judy Wagner (CE)

ACCESSING ERIC WITH YOUR MICROCOMPUTER: UPDATE

This popular IR Digest (EDO-IR-8909) has been revised to reflect the latest information. It is reproduced here for your convenience as Attachment 4.

...Jane Janis (IR)

ELECTRONIC MAIL'S DELIVERY PROBLEMS

The Washington Post recently contained a short article on the state of affairs in the E-Mail business. The article is of interest to those of you who use commercial E-mail systems. It might even make you feel better about ERIC's modest E-mail system. (See Attachment 5.)

...Pat Brown (Facility)

VENDOR NEWS
A. EDRS

ORDERING ERIC DOCUMENTS THROUGH THE OCLC INTERLIBRARY LOAN (ILL) SUBSYSTEM

EDRS has made arrangements with OCLC so that OCLC users may order ERIC documents directly online through their use of the OCLC Interlibrary Loan (ILL) Subsystem.

The EDRS brochure describing this service is provided in Attachment 6-A. The OCLC Press Release announcing the service to its users is in Attachment 6-B.

...Vic Fortin
EDRS

"ERIC AFTER HOURS"---PROPOSED FLYER

EDRS has prepared a flyer that announces a new online ordering service called "ERIC After Hours." The service permits online ordering during the "off hours" after 5 p.m. and before 8:30 a.m. (Eastern standard time).

A copy of the flyer that contains all the details is provided in Attachment 7.

...Vic Fortin
EDRS

EDRS LETTERS TO SOC'S ANNOUNCING PRICE INCREASE AND LEVEL 3 LIST CHANGE

On March 2, 1989, EDRS sent a letter to all SOC's announcing the cessation of the 4" x 6" card that listed Level 3 accessions in each monthly issue and the availability of a cumulative microfiche containing this information.

On March 6, 1989, EDRS sent a letter to all SOC's announcing the 1989 price increase granted by the U.S. Department of Education.

Copies of both letters are reproduced here as Attachments 8-A and 8-B, respectively.

...Vic Fortin
(EDRS)

800 STANDING ORDER CUSTOMERS--- LONGTIME MILESTONE GOAL FINALLY ACHIEVED BY EDRS

EDRS has reached a milestone. We have been striving for three years to reach the "800" number again.

The first "800" number was the ERIC 800 toll-free customer service number, 1-800-227-ERIC. The second "800" number was not as easy to obtain, but our goal for the past three years has been to have 800 ERIC Standing Order Customers (SOC's).

We have finally reached our goal. As of the end of May 1989, we now have 800 total ERIC standing order customers: 765 diazo customers and 38 silver customers.

...Vic Fortin
EDRS

THE TOP 50 TITLES ORDERED IN PAPER COPY FROM EDRS DURING 1988

The ERIC microfiche are very economical and are ordered in relatively large numbers. The reproduced paper copies, on the other hand, are relatively more expensive. Therefore, the titles that generate a large number of orders for paper copies are titles in which users undoubtedly have a high level of interest (i.e. they are "voting" with their wallets). It is always interesting to study the EDRS "Best Seller" list and the list covering 1988 (Attachment 9) is no exception, e.g. A Parent's Guide to Special Education ranks first; What Works ranks fifth; Fostering Sex Fairness ranks ninth.

...Vic Fortin
EDRS

VENDOR NEWS
B. DIALOG INFORMATION SERVICES

DIALOG OnDISC ERIC: TWO YEARS OLD AND STILL GOING STRONG!

DIALOG OnDISC NEWS (Vol. 1, Issue 1, Spring 1989, p.2) features an article on the DIALOG OnDISC ERIC product that reports on library staff experiences at the University of Cincinnati and Columbia University. See Attachment 10.)

...Joanna Eustace
Facility

VENDOR NEWS
C. ORBIT SEARCH SERVICE

ERIC DATABASE SEARCH AIDS

The Facility is frequently asked to help database vendors prepare lists of "ERIC Search Aids." The ORBIT version of this list appears as Attachment 11.

...Jim Houston
(Facility)

VENDOR NEWS
D. SILVERPLATTER INFORMATION SERVICES

SILVERPLATTER NEWS OF INTEREST TO ERIC

In recent press releases and flyers, SilverPlatter has announced a wide variety of information relevant to ERIC:

- SilverPlatter Tutorials

  With the distribution (this fall) of Release 1.6 of the search software, SP will begin issuing improved tutorials on floppy diskette. The tutorials will be issued concurrent with the addition of the ERIC Thesaurus to the CD. (See Attachment 12.)

- **Changing Hardware Requirements for CD-ROM Products**

  Release 1.6 will require 640K of RAM, or a hard disk with 512K RAM. For your longer term planning, subsequent releases of the SP search software will require both 640K RAM and a hard disk. (See Attachment 13.)

- **Macintosh Search Software for SilverPlatter CD-ROM Products**

  SP has converted its search software for use on the Apple Macintosh, under the name "MacSpirs." All the databases currently offered by SP are available in this option. (See Attachment 14.)

- **Daisychaining (Multiple Drive) Hardware Information**

  Some users may wish to connect (daisychain) several CD-ROM drives to a single workstation. SP has put together detailed "Daisychaining" (Multiple Drive) Hardware Information" explaining how to do this. (See Attachment 15.)

- **Multiplatter Developments**

  Multiplatter is SilverPlatter's complete stand-alone networking package that enables multiple users to access multiple CD-ROMs at the same time. (See ATTACHMENT 16.)

PERSONNEL

NANCY PRESTON, NEW USER SERVICES COORDINATOR AT ERIC/IR

The IR Clearinghouse is very pleased to announce the appointment of Nancy R. Preston as User Services Coordinator. A recent graduate of the MLS program, School of Information Studies at Syracuse, Nancy has extensive experience in using ERIC in print, online, and CD-ROM formats. Nancy is particularly interested in library management issues and the use of automated systems to increase library user effectiveness. She has experience in both public and community college libraries. Nancy is an avid amateur musician and enjoys the history and literature of Western music.

...Michael Eisenberg (IR)

STAFF CHANGES (AGAIN) AT ERIC/CE!

There have been several changes in staffing at ERIC/CE. Ida Halasz left the Center to become the Deputy Administrator for the National Academy of Corrections. Harry Drier, who has been at the Center for many years, has taken over as the Career Education specialist. While Mark Newton has relinquished his "Assistant Director" title, he remains the Vocational Education specialist.

Sandra Kerka has become the Assistant Director for Database Building and Judy Wagner is now the Assistant Director for Dissemination. They are both ten-year veterans of the Clearinghouse.

...Susan Imel
CE

GITA BHATIA JOINS ERIC FACILITY

Gita Bhatia joined the editorial staff of the ERIC Facility in June 1989. We welcome her warmly to the ERIC family.

...Elizabeth Pugh
Facility

PUBLICATIONS

...WE MEAN DISSEMINATION!

Apropos of our earlier article in this EAB, we have several new Digests to announce:

- *Evaluation Strategies for Vocational Program Redesign (#84)*
- *Labor Market Information and Career Decision Making (#83)*
- *Teaching Adults: Is it Different? (#82)*
- *Communications Technologies in Adult, Career, and Vocational Education (#81)*
- *Implications of Research on Displaced Workers (#80)*

In early June, we will be sending a packet of all of the materials that we have developed this year to each ERIC component. It will include Digests, Resource Lists, our Clearinghouse brochure, and Trends and Issues Alerts.

...Judy Wagner
CE

****

REMINDER

ERIC Processing Manual Section 3: "Selection" is being highlighted for review by network components during the months of June/July 1989. Please get your comments into the ERIC Facility at your earliest convenience.

UNITED STATES
DEPARTMENT OF EDUCATION
OFFICE OF PUBLIC AFFAIRS
(202) 732-4576

NEWS
MEDIA UPDATE

ATTENTION: EDUCATION EDITOR May 17, 1989

A review of current programs and projects at the U.S. Department of Education. Use upon receipt.

CONTACT: Jane Glickman (202) 732-4307

ITEM: **NEW FEATURE EXPANDS ERIC SYSTEM** -- Under a new contract from the U.S. Department of Education, education research and information will become more accessible to parents, educators, scholars, policymakers, and others concerned with education. Nearly $400,000 has been awarded to Aspen Systems Corporation, Rockville, Md., to establish ACCESS ERIC, a new service to help the public become more aware of the ERIC system and other sources of education information.

ACCESS ERIC is the first new component to be added to the Educational Resources and Information System (ERIC) since its creation 22 years ago.

ERIC -- the world's largest source of education research and information -- now contains more than 650,000 documents and articles on education research and practice. The database is available to the public at more than 3,000 locations worldwide, mostly in libraries at schools, colleges and educational organizations. ERIC also includes 16 clearinghouses that catalog the information by subject such as languages and linguistics, teacher education, urban education, and tests, measurement and evaluation.

Under the contract Aspen Systems will initiate various activities to promote the exchange of information from the ERIC system to the education community and the public. An "800" toll-free number will be established to provide reference and referral assistance to callers. Clients with their own computers will be able to gain direct access to new online information files about ERIC and other sources of education assistance. Publications highlighting new research findings and educational practices will be developed and widely circulated.

The award to Aspen Systems is for the first year of a three-year contract. The company currently operates several similar government information services, including the National Criminal Justice Reference Service and the National AIDS Information Clearinghouse.

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

APR 28 1989

Dear Colleague:

Since librarians, particularly reference librarians, are frequently asked to track down elusive items of information, I want to take this opportunity to acquaint you with an information source which you may find quite useful whenever you are asked a question concerning educational research or statistics.

Within the Department of Education, the Office of Educational Research and Improvement operates an Education Information Office whose principal function is to provide educational statistical information and research findings upon request.

The Education Information Office routinely obtains, catalogs and disseminates statistical information, research reports, tabulations, and bulletins produced by various components of the Office of Educational Research and Improvement. The Education Information Office is staffed by researchers and statisticians who keep abreast of important educational developments and have at hand the latest available statistical information, data tables, and reports. Information requests may be made by telephone or letter.

Telephone inquiries may be made by dialing toll free: 1-800-424-1616 for out-of-town callers, or 626-9854 for callers in the metropolitan Washington area.

For mail inquiries the address is:

Education Information Office
Information Services
U.S. Department of Education
555 New Jersey Avenue, N.W.
Suite 300
Washington, D.C. 20208-5641

If you frequently receive inquiries about education you will probably find several of our publications to be quite useful reference tools. I am enclosing three for your examination.

EAB 5/6, 1989

Page 2

So that we can know your interest in receiving future editions of these annual reports, as well as reports on various other education topics, please complete the enclosed brief questionnaire and return it using the enclosed self-addressed envelope.

I encourage you to make use of our services.

Sincerely,

Sharon K. Horn
Acting Director
Information Services

Enclosure

INTEREST ASSESSMENT FOR LIBRARIANS

Below is a list of major annual reports of the Department of Education, and also a list of major topical areas in which we publish reports from time to time. Please check the appropriate boxes to indicate which annual reports (or categories of publications) you would like to regularly receive, at no charge, to help you in serving your clientele.

Annual Reports	Periodic Reports in Specific Topical Areas
[ ] Condition of Education	[ ] Higher Education
[ ] Digest of Education Statistics	[ ] Vocational Education
[ ] Director of Postsecondary Institutions	[ ] Elementary/Secondary Education
[ ] Youth Indicators: Trends in the Well-Being of American Youth	[ ] Projections of Education Statistics
	[ ] Private School Education
	[ ] Public Library Interests
	[ ] Issues Related to Minority and Disadvantages Students

[ ] I already receive your publications.

Please enter your name and addresses in the spaces below and return this page in the stamped envelope provided. Thank you.

Name: _____

Institution: _____

Address: _____

_____

DEPARTMENT OF
GENERAL SERVICES

ANDREW P. O'ROURKE
County Executive

FREDERIC J. BROEGE
Administrator

May 15, 1989

Mr. Pat Brown
ERIC Processing and Reference Facility
2440 Research Boulevard
Suite 550
Rockville, Maryland 20850-3238

Dear Mr. Brown:

I am writing to follow-up on our conversation earlier this week. I would like to update you on what has been happening here in Westchester County with the ERIC database and our information services.

First of all, thank you for the information concerning our use of ERIC. I understand that ERIC is in the public domain with no restrictions on how it is available electronically. I also understand that there will be no problem in our use of the name ERIC in referring to the database.

Our interest in this area is based upon discussions we have been having with our regional telephone company, NYNEX. They are beginning a new information service called "INFO-LOOK". This serivce is public access gateway to various information providers and similar to new services being offered by other regional telephone companies as a result of recent court decisions. Westchester County is negotiating a contract with NYNEX that will allow us to become an information provider on the service. We would be making available a number of public information databases concerning the County as well as ERIC. One of the nice features of the service is that anyone with a pc can place a local phone call to reach INFO-LOOK and be billed for use of the service on their monthly telephone bill. We believe this service has great possibilities for helping us reach our constituents electronically.

As you know, we have been leasing ERIC for several years. Our interest in ERIC began from our work with Westchester Community College and the implementation of an automated library system called "PALS". Everyone was so impressed with the searching power of the system that we developed extensions to the software to permit us to load and search various types of information. We call our expanded system "MPALS". The availability of ERIC as part of our system was one of our first priorities. We now have the entire database available and make use of mainframe optical storage for all the pre-1984 records. You might be interested in the fact that since MPALS was first a library system, all the information, including ERIC, is stored in MARC record format.

309 Michaelian Office Building • 148 Martine Ave., White Plains, N.Y. 10601 • 914-285-2373

Our MPALS system has been so successful at Westchester Community College that other institutions in the area asked the County if they could make use of the system. During the past year, we have built a consortium of educational institutions that use our system for a union catalog of their library holdings plus access to a number of databases, including ERIC. I have attached a list of those institutions. You will note that several regional school districts are also included. Currently, there are about a dozen local high schools with access. We are currently discussing expanded access with the regional secondary school communications network people and hope to be able to connect our networks in the near future so that any secondary school in our seven county region might have access to our system.

Earlier this year I had a brief discussion with Mr. Brandhorst about our system and our use of ERIC. I have enclosed some information about "MPALS" and a portfolio of some the databases that we currently have available. This includes both public databases as well as those in use internally within our County government. You will see from the portfolio that we consider MPALS to be a generic information retrieval system. Some samples of our ERIC displays are also included.

Our work and expansion of PALS to MPALS has attracted attention. The Unisys Corporation, which markets PALS, is currently negotiating with Westchester County so that they will be able to market MPALS as well. Included in the software package will be the tools to load any of the databases in use here, including ERIC. MPALS has already been transferred to several additional Unisys customers. I believe that you might have already been contacted by the Chicago Public Schools. They are now using MPALS and have indicated their desire to make ERIC available to all their schools. We hope Chicago will be just the beginning.

Thank you for your assistance. I will attempt to keep your office updated with information on the expanded availability of ERIC in our area. If you or Mr. Brandhorst are ever in the New York City vicinity, we would be delighted to have you stop in and see our system.

Sincerely,

Glenn Cordelli

Glenn Cordelli

MPALS at Westchester County

MPALS ("Multi-PALS") is the Westchester County generic information retrieval system based upon the PALS library system. The fact that MPALS originated in a library is important because of the combination of sciences - computer science and library science. Data processing professionals in the past have been used to dictating procedures and instructions to a specific group of users. Librarians, on the other hand, must deal with new users (patrons) daily and do not have the luxury of sending them to special training classes on how to use their automated system. It is clear that both professions should share their expertise since our users, our patrons, will be the beneficiaries. Both professions deal with the same product; information.

MPALS provides the basis for an effective and powerful search and retrieval capability. Based upon the use of a flexible, common record format (MARC records) and the ability to convert information to that format ("Marc-up"), it is possible to use the power of MPALS to retrieve varying kinds of information. This includes not only bibliographic or index materials but full text databases. MPALS also provides the basis for additional functionality such as security based upon terminal, user, or individual database records. This makes it possible to provide a complete information system with access to individual databases restricted to the appropriate people. It also provides the basis for enhanced information retrieval features beyond those typically found in traditional library catalog systems. These features include arithmetic functions, soundex name searching, and interfaces to word processing and other data processing applications.

MPALS, however, is not just a system; but a concept. It is the concept of providing a common man-machine interface, or command language, to information. It is also the need to provide a cost-efficient and powerful information retrieval capability from a single terminal regardless if it is on a desk in a corporation or a community college. MPALS represents the direction and dedication of Westchester County to providing this environment.

Prepared by County of Westchester Division of Data Processing

ERIC

Description:
ERIC is the U.S. Department of Education sponsored database consisting of Resources in Education (RIE) and Current Index to Journals in Education (CIJE). It contains research findings, reports, book and journal articles, speeches, and unpublished manuscripts in the education field.

This database is available on several online services such as BRS and DIALOG for various rates from over $25 per hour and up. The information would be available to anyone with a subscription to the service and the proper training. The searching is unlimited and the cost is unlimited. ERIC is also available on CD-ROM from several sources including DIALOG and Silverplatter. The Silverplatter disks containing the current and backfiles to 1966 cost $1200 for the first year ($650 the second year) with quarterly updates. Also required is the acquisition of a CD-ROM reader for between $800 and $1000. This provides unlimited access for a fixed fee but to only one person at a time.

ERIC is available on tape for an annual fee. Unlimited access to the data by any number of organizations is permitted.

Status:
On lease

Updates:
Total of approximately 1 million records for 1966-1983 are stored on optical disc and are accessible in MPALS. Records beginning with 1984 are stored on magnetic disc and updated monthly.

Access:
Public access

Prepared by County of Westchester Division of Data Processing

REMOTE SOURCE DATABASES
LOCALLY STORED

These databases are created remotely by organizations other than Westchester County. They are acquired by the County and loaded into MPALS in the County Data Center.

The databases described in this section are available from public and private organizations. In the past, these information publishers have made their databases available in printed and/or on-line information services. Recently, a number of publishers have begun to develop CD-ROM products to address the problems of the "ticking clock" of on-line services with the retrieval capabilities provided by electronic information retrieval. CD-ROM products, however, are still quite costly and limited to a single user at a time. More and more publishers are willing to lease or license their data to organizations who have the necessary computing resources. This method has the advantage of providing information at a fixed cost for unlimited access.

The databases listed in this section are available to organizations under varying leasing and licensing arrangements. Each database contains a description, the size, and costs for acquiring the data. The costs for most of these databases are presented for a single organization and for a consortium of organizations that might share the costs.

Prepared by County of Westchester Division of Data Processing

SAMPLE DISPLAYS

ID- ERIC (CIJE) EJ371083
ID- Clearinghouse SE542502
AUTHR- Lehrer, Ariella
TITLE- A Network Primer: How They're Used...and How They Could Be Used.
JRNAL- Classroom Computer Learning; v8 n7 p41-42,44-48 Apr 1988
PUBDT- 88
NOTES- Examined are large curriculum software packages that currently dominate school networks. Indicates ways that networks could serve schools. Discusses different Integrated Learning Systems (ILS), evaluates their use and proposes future uses of these networks. (CW)
PBTYP- DOC:080 DOC:141 DOC:072
LANG- English
SUBJT- Communications ; *Computer Networks ; Computers ; *Computer Uses in Education ; Elementary Secondary Education ; *Information Networks ; *Networks ; *Optical Disks ; Science Education ; *Teaching Methods
SUBJT- *CD ROM

SAMPLE DISPLAY - Default format

ID- ERIC (RIE) ED263800
ID- Clearinghouse HE018842
AUTHR- Legg, Sue M.; Webb, Jeaninne N.
TITLE- A Plan for Student Access to Instructional Computing.
PUBDT- Apr 85
DESCR- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 1985).
NOTES- A strategy to identify and address computing needs at a large state university is described that may be used by any university. A task force on instructional computing was formed, and information was gathered concerning: the amount of access and types of computing facilities needed; the issue of standardization of hardware and software; support services (e.g., hardware acquisition and maintenance); and problems of communication and training for students and faculty. Surveys were conducted with students, faculty, and department heads. The department questionnaire covered different types of graphics capabilities and types of computer resources, including: microcomputers, minicomputers, mainframe interactive mode, and mainframe batch mode. Data collection focused on how much access is needed to complete course requirements, excluding student needs for word processing, library searches, and electronic mail. The type and location of student stations

Screen 002 of 002
that were needed were determined, along with estimated numbers of hours of access required per course. A service unit was generated to represent the theoretical maximum number of hours that a work station can be used. The departments that need their own terminals were identified, and estimates were made of the personnel needed to supervise all work stations. (SW)
PBTYP- DOC:143 DOC:150
LANG- English
SUBJT- College Faculty ; *College Students ; *Computer Assisted Instruction ; Computer Graphics ; *Computers ; *Departments ; Higher Education ; Input Output Devices ; *Needs Assessment ; State Universities ; Student Needs ; *Use Studies
SUBJT- *Academic Computing

SAMPLE DISPLAY - Long format

ID- ERIC (RIE) ED263800
ID- Clearinghouse HE018842
AUTHR- Legg, Sue M.; Webb, Jeaninne N.
TITLE- A Plan for Student Access to Instructional Computing.
PUBDT- Apr 85
DESCR- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 1985).
SOURC- U.S.; Florida
NOTES- A strategy to identify and address computing needs at a large state university is described that may be used by any university. A task force on instructional computing was formed, and information was gathered concerning: the amount of access and types of computing facilities needed; the issue of standardization of hardware and software; support services (e.g., hardware acquisition and maintenance); and problems of communication and training for students and faculty. Surveys were conducted with students, faculty, and department heads. The department questionnaire covered different types of graphics capabilities and types of computer resources, including: microcomputers, minicomputers, mainframe interactive mode, and mainframe batch mode. Data collection focused on how much access is needed to complete course requirements, excluding student needs for word processing, library searches,

Screen 002 of 002

and electronic mail. The type and location of student stations that were needed were determined, along with estimated numbers of hours of access required per course. A service unit was generated to represent the theoretical maximum number of hours that a work station can be used. The departments that need their own terminals were identified, and estimates were made of the personnel needed to supervise all work stations. (SW)
REPRO- EDRS Price - MF01/PC01 Plus Postage.
ISSUE- RIEAPR86
PBTYP- DOC:143 DOC:150
LANG- English
SUBJT- College Faculty ; *College Students ; *Computer Assisted Instruction ; Computer Graphics ; *Computers ; *Departments ; Higher Education ; Input Output Devices ; *Needs Assessment ; State Universities ; Student Needs ; *Use Studies
SUBJT- *Academic Computing
RECNUM-20263800

ERIC

ERIC Clearinghouse on Information Resources

Syracuse University
School of Education • School of Information Studies
030 Huntington Hall
Syracuse, New York 13244-2340
(315) 443-3640

ERIC DIGEST

December 1988 EDO-IR-88-9

ACCESSING ERIC WITH YOUR MICROCOMPUTER: Update.

by Jane Klausmeier Janis

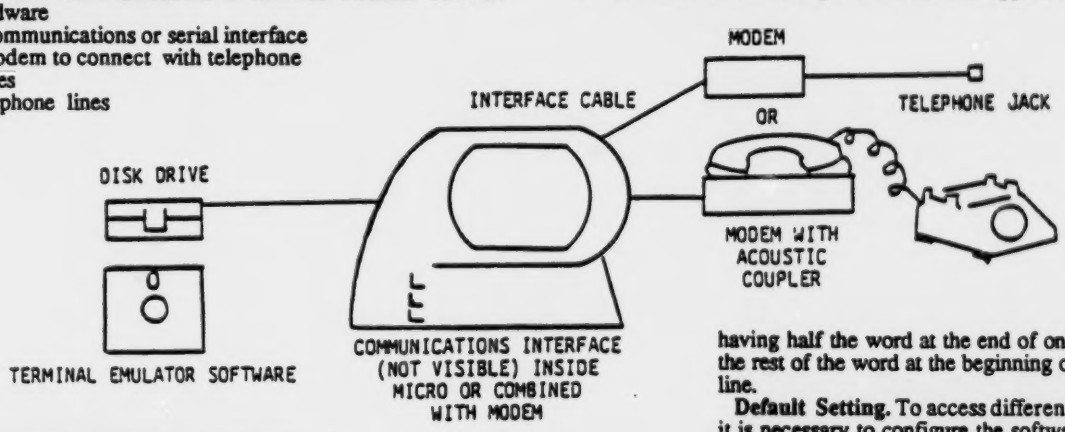
This digest describes how to use your microcomputer as a terminal. It covers:

- Hardware and software requirements;
- Configuring the software; and
- Basic requirements for specific microcomputers

What is needed to make a microcomputer act as a terminal?

Any microcomputer can be used as a terminal when the following requirements are met:

- Software—communications or terminal emulator software
- Hardware
  - —communications or serial interface
  - —modem to connect with telephone lines
- Telephone lines



Software—Communications or Terminal Emulator Software

A computer needs certain instructions to make it act as a terminal to communicate with another computer. It is possible to make your microcomputer act as a dumb terminal using only a modem and the communications interface in most situations, but for database searching other features are desirable. The need for these special features depends on individual requirements. For example, unless you have some way of storing a search to disk or to a printer, you won't be able to reference the search later. Software differs for every computer and operating system. It is important that you experiment with the software on a system like your own or have some kind of return policy before purchasing.

Some special features in communications software that should be considered are listed below. These features are desirable for using your microcomputer as a terminal to do database searching. If you have other uses for a terminal (e.g., accessing a large mainframe computer), other features will be needed as well.

Print. This feature allows the screen display to be printed. Some software allows you to print simultaneously, while in other cases it is necessary to save to disk and load the disk's contents to the printer later.

Save. This feature lets you save the screen display on a disk.

Access to Command Mode. It is desirable to be able to turn the printer on and off, change duplex settings, and access other system commands without breaking the connection with the vendor.

Format Display. Material being displayed on the screen will be formatted so that complete words will appear instead of having half the word at the end of one line and the rest of the word at the beginning of the next line.

Default Setting. To access different vendors, it is necessary to configure the software for the vendor. It is very useful to be able to pre-designate the configuration and then refer to that default setting (see *Configuring the Software*).

Status Indicator. Each software package provides certain options, e.g., printer on or off, write to disk, etc. It is helpful to be able to go to a menu that indicates the status of these options at any stage.

A communications software package called Smartcom can be purchased with Hayes modems, while Racal Vadic provides the software with the modem. There are also two public domain communications programs for the IBM PC and compatibles called Q-Modem and PC Talk. They are available through microcomputer clubs or bulletin boards.

Configuring the Software

In order for a microcomputer to interface (access) the major vendors (BRS, DIALOG, or SDC), certain technical requirements, sometimes called telecommunications protocols, need to be set. This is called configuring the microcomputer and is part of the software. Baud rate, parity, duplex, and data length are examples of the settings that need to be made. The con-

figuration settings vary for each vendor. Documentation from the vendors should include the necessary information, or they can be contacted directly.

- DIALOG: 1-800-3-DIALOG
- BRS: 1-800-345-4277
- SDC: 1-800-421-7229 or 1-800-352-6689 (CA)

Depending on the kind of microcomputer you use as a terminal, which vendor you access, and which telephone network you use—Tymnet, Telenet, or Uninet—certain commands need to be added to the protocol. For example, if you are using a printer during your search, certain commands are necessary to slow down transmission so that no data is lost. The vendors can give you this information.

Hardware

In order for data to be sent over a distance via the telephone lines, it is first necessary to convert from parallel transmission (i.e., sending 8 bits of data simultaneously) to serial transmission, which sends each bit one after the other or consecutively. This is accomplished by an EIA (Electronic Industries Association) RS-232C interface, the communications interface. Each computer manufacturer has a different way of referring to this interface (see the list below). It can be called a communications card, an interface module, an RS-232C interface or port, serial interface, or any combination of these. The RS-232C interface can also be combined with the other essential element in using your computer as a terminal, the modem.

Modem is an acronym for MOdulator/DEModulator. Because it would be very expensive and inefficient to run direct lines from individual terminals to the large vendors, telephone lines are used to transmit the signals. To do this, serial transmissions need to be converted (or modulated) from digital to audio signals. At the other end, the audio signals have to be demodulated back into digital serial mode.

The speed at which data is being sent and received has to be the same. This speed needs to be designated in the communications protocol. Most vendors support the range of possible modem speeds from 300 to 9600 baud. Because the user is being charged for the amount of time spent online with the vendor, it is advantageous to use as high a baud rate as possible (1200 up to 9600). Though it is true that the faster the baud rate the more expensive the modem, prices for the faster modems continue to decline.

Lines from the RS-232C interface are connected to the modem, which is then hooked into the telephone line. This is done with either a modular jack or an acoustic coupler. A modular jack is the plug used to connect a regular telephone. If the plugs are compatible, the regular phone can be unplugged and the modem connected. An acoustic coupler is a modem that uses the handset on a telephone to connect with the phone lines. The modem has two cups that hold the receiver (handset) to allow transmission of audio signals. Usually a cable with adapters is needed to make the connection between the RS-232C interface and the modem.

The communications interface and modem can also be combined on a single board that fits into a slot inside the micro and connects directly with the telephone. This is called an internal modem.

Some of the popular microcomputers and the components necessary to access the vendors are listed below.

Microcomputers and Necessary Hardware / Software

APPLE II, II PLUS, IIe
Telephone modem (Hayes Micromodem II suggested)
Communications card (Serial or Superserial)
Software available with Hayes modems

APPLE IIc
Apple Personal Modem or Hayes External Modem
Built-in RS-232 port
Apple Access

MACINTOSH
Apple Personal Modem or Hayes External Modem
Built-in RS-232 port
For Macintosh-MacTerminal software

COMPAQ
RS-232 interface
Hayes or Hayes compatible modem
Public domain software or software available with modem

IBM PERSONAL COMPUTER
Modem—Hayes Smartmodem, IBM Hayes compatible modem, or Racal Vadic
RS-232 interface (serial port built in on most models)
Public domain software, e.g., PC TALK, ProComm
Software available with modem

LEADING EDGE
Built-in RS-232 interface
Hayes or Hayes compatible modem
Public domain software or software available with modem

TEXAS INSTRUMENTS 99/4, 99/4A
Modem
RS-232 interface
Terminal EMULATOR II software cartridge

TRS-80
Modem
RS-232 interface board
RS Term software

Most CP/M-based microcomputers
Modem
RS-232 port
Communications software

This digest was prepared by Jane Klausmeier Janis, Operations Manager of the ERIC Clearinghouse on Information Resources. December 1988.

This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. RI88062008. The opinions expressed in this report do not necessarily reflect the positions or policies of OERI or ED.

Electronic Mail's Delivery Problems

Firms Give Stamp of Approval, But Seek Integrated Systems

By John Burgess
Washington Post Staff Writer

The Quaker Oats Co. isn't quite sure how many electronic mail systems it has. Perhaps as many as two dozen are scattered around the $5 billion company's offices and facilities, most of them small networks that allow people in one division to communicate electronically with each other, but not necessarily with fellow workers down the hall.

Electronic mail, also known as "E-mail," made its first appearance at the food and toy company in 1986 and has since proliferated fast. In general, that has not been due to any grand scheme devised by headquarters. Rather, the company prefers that local departments adopt it on their own as they see the need, and more and more do.

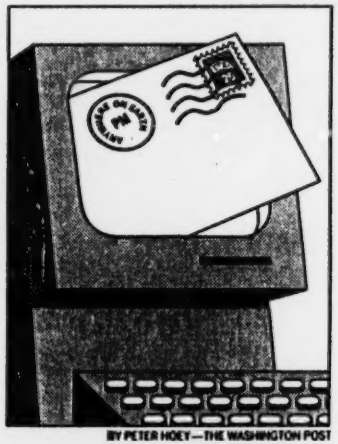
Quaker Oats' experience sums up pretty well what is happening in U.S. companies in general concerning electronic mail, which sends messages electronically from computer to computer. It is growing fast and becoming a standard business tool, especially in large institutions. But there is no master plan. Rather than one big network that everyone can use, it has developed as a lot of small, closed systems.

As happened with personal computers a decade ago, U.S. companies have spent heavily on this technology and now are growing frustrated that network "A" doesn't connect with network "B". A push for standards is on, and the electronic mail industry is responding, starting to tie incompatible networks together.

To use electronic mail, a person signs on to a computer and types in a message. Tagged with an electronic address, the message is then sent across wires to a "mailbox," a point in a computer's circuitry where it is stored to await the perusal of the person to whom the message was sent.

North America now has about 6 million mailboxes in operation, according to the Washington-based Electronic Mail Association. About 70 percent are on networks that tie together the offices of individual companies. The rest are on "public systems," such as Western Union's EasyLink, which allow people to communicate with anyone else with a mailbox in that system.

Revenues in the electronic mail marketplace rose about 28 percent in 1988 to $574 million, according to International Resource Development Inc., a New Canaan, Conn., research firm that follows the electronic mail industry.



BY PETER HOEY—THE WASHINGTON POST

The proliferation of electronic mail has moved many U.S. companies away from such traditional means of communications as mail, phone and telex. Increasingly, employees use electronic mail to trans-

See MAIL, F5, Col. 1

Companies Try to Work Out Bugs in Electronic Mail Systems

MAIL, From F1

fer reports, sales information, graphics and charts, not to mention personal messages between workers.

Cost is a driving force: Electronic mail within a company's own computer network may cost next to nothing, and on international services its rates run half or less those of telex. The Shell Oil Co., for instance, uses about 23,000 boxes on two networks in the United States and figures that it is saving about $100 per month per box. "Both of these systems are very good investments for Shell," said Norman Altstedter, a company spokesman.

More and more, electronic mail is being integrated into other forms of office information technology, like personal computers and facsimile machines. Many electronic mail systems now have software that allow messages to cross over to the facsimile medium. Banks have begun using E-mail to send letters of credit; auto dealerships to order parts.

The goal, said Kenneth Murphy, messaging product manager at GE Information Services Co. of Rockville, is to revolutionize "the ability of business to get business done."

The growth in electronic mail means a boon for Washington area's information economy because many of the mail industry's major players have their headquarters here: Telenet Communications Corp., Dialcom Inc., MCI Communications Corp., GE Information Services, The Source, and Quantum Computer Services Inc.

E-MAIL NETWORKS

THE BIGGEST PUBLICLY AVAILABLE U.S. ELECTRONIC MAIL NETWORKS (AS OF JUNE 1988)

SERVICE	1987 REVENUE	ACTIVE MAILBOXES
Western Union EasyLink	$83 million	175,000
U.S. Sprint Telemail	$50 million	165,000
Dialcom Group	$37 million	140,000
CompuServe	$33 million	450,000
MCI Mail	$20 million	100,000
GE QuikComm/GEnie	$20 million	150,000
AT&T Mail	$17 million	40,000
McDonnell Douglas OnTyme	$15 million	50,000
Others	$12 million	215,000

SOURCE: Electronic Mail and Micro Systems

The explosion of the fax market could put a drag on electronic mail's growth. But analysts generally expect further growth because more businesses are viewing it as a significant competitive tool, prices are dropping and telephone companies have received permission to market E-mail to homes and small businesses.

By tradition, the companies that operate public electronic mail networks have used incompatible technical standards, making it impossible, for instance, for a user of MCI's network to talk to one on GE's. Today, corporate users, as they find electronic mail more and more important internally, are lobbying for change, so that they can connect to other firms.

Last December, the Aerospace Industries Association, whose member companies have come to use electronic mail heavily to coordinate contracts and research, met with electronic mail company representatives at GE Information Services' offices, to voice their interest in interconnection.

That gathering has led to important new work using an interconnection standard known as X.400, which the industry worldwide agreed on in basic form in 1984. This spring, electronic mail providers have been patching together test links between nine of the aerospace companies, using X.400. It is a tedious process—in an extreme case, getting a message from one aerospace company to another means traveling through the circuits of seven different national electronic mail networks.

The federal government, meanwhile, has provided another push toward adoption of the standard. Under its planned FTS-2000 telecommunications network, the systems of its electronic mail contractors—AT&T, Dialcom and Telenet—must function as one and the same, linking federal offices nationwide.

On April 1, another milestone was passed when Dialcom and AT&T became the first to connect their public networks using X.400. The standard is also being used to tie together incompatible systems within single companies and to link American electronic mail into networks abroad. No one expects integration to take place in the wink of an eye, however.

Outside the industry, analysts see electronic mail companies still wanting to hang onto their proprietary standards. Inside it, executives point out that closed systems have tended to develop in part because people want to communicate mainly with a select group of people.

John Morris, president of Dialcom, compares today's situation to hundreds of islands, on which people can talk together on the same island but are cut off from those across the water. "The question is how many of those islands really want to talk to each other at this stage," he said.

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223564	SP021323	157	ORGANIZING AND MANAGING THE JUNIOR HIGH CLASSROOM.	145
223570	SP021330	138	ORGANIZING AND MANAGING THE ELEMENTARY SCHOOL CLASSROOM.	142
263299	AA001145	90	WHAT WORKS. RESEARCH ABOUT TEACHING AND LEARNING.	115
228794	EC151648	112	REFLECTIONS ON GROWING UP DISABLED.	78
216498	EC142452	56	SCHOOL BASED STAFF SUPPORT TEAMS: A BLUEPRINT FOR ACTION.	63
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173537	CE019607	31	FOSTERING SEX FAIRNESS IN VOCATIONAL EDUCATION: STRATEGIES FOR ADMINISTRATORS. I	52
294678	PS017354	29	INNOVATIVE INSTRUCTIONAL INCENTIVE PLAN.	50
203298	CS006136	68	CONTENT AREA TEXTBOOKS. READING EDUCATION REPORT NO. 23.	42
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120032	SO008818	69	UNDERSTANDING YOU AND THEM: TIPS FOR TEACHING ABOUT ETHNICITY.	25
253047	FL014019	25	RONALD MCDONALD DIT: "TOUT LE MONDE CONNAIT: 'DEUXSTEAKSHACHESSAUCESPECIALESALAD	25
279056	EA018918	64	HOW TO RECRUIT, SELECT, INDUCT, & RETAIN THE VERY BEST TEACHERS. SCHOOL MANAGEME	25
12448	AL000458	392	VIETNAMESE BASIC COURSE. VOLUME ONE, GUIDE TO PRONUNCIATION AND LESSONS 1-10.	24
271806	EA018231	43	THE HIGH SCHOOL DEPARTMENT HEAD: POWERFUL OR POWERLESS IN GUIDING CHANGE?	24
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246833	HE017750	127	INVOLVEMENT IN LEARNING: REALIZING THE POTENTIAL OF AMERICAN HIGHER EDUCATION. F	22
125303	FL007891	12	TEACHING ENGLISH TO ADULT REFUGEES. ADULT EDUCATION SERIES, NO. 1. INDOCHINESE R	22
209961	FL012689	144	TEACHING WRITING IN THE FOREIGN LANGUAGE CURRICULUM. LANGUAGE IN EDUCATION: THEO	21
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208680	FL012598	110	INDOCHINESE STUDENTS IN U.S. SCHOOLS: A GUIDE FOR ADMINISTRATORS. LANGUAGE IN ED	18
262206	CE042604	24	LITERACY TASK ANALYSIS: DEFINING AND MEASURING OCCUPATIONAL LITERACY DEMANDS.	18
174335	PS010741	80	DAY CARE PERSONNEL MANAGEMENT.	18
242185	EC162156	112	PROJECT REACH ADMINISTRATOR'S MANUAL. PRAM.	18
244301	CS208360	11	LITERATURE, STORYTELLING AND CREATIVE DRAMA.	18

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272884	CS209966	101	COMPOSITION IN THE ENGLISH LANGUAGE ARTS CURRICULUM K-12.	17
273517	SO017372	20	WRITING STRATEGIES FOR ADVANCED PLACEMENT EUROPEAN HISTORY.	17
228817	EC151675	21	EDUCATING THE GIFTED, TALENTED AND CREATIVE.	16
10492		422	HAUSA, BASIC COURSE.	16
187500	RC012055	50	LEGAL LIABILITY--ADVENTURE ACTIVITIES.	16
245181	CG017658	94	NEW PERSPECTIVES ON COUNSELING ADULT LEARNERS.	16
247032	PS014563	71	PARENT INVOLVEMENT: A REVIEW OF RESEARCH AND PRINCIPLES OF SUCCESSFUL PRACTICE.	16
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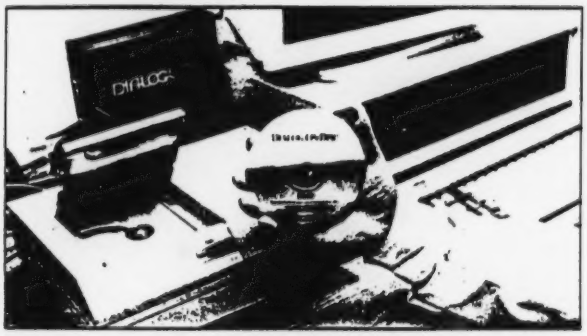

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Enhancements made in early 1988 which included compression of the database onto two discs from the original three, an additional year of coverage on the current disc, and new menu and search options have contributed to DIALOG OnDisc ERIC's continued popularity as an educational research tool.

Recently, some DIALOG OnDisc ERIC users were contacted to find out how they currently use DIALOG OnDisc ERIC and their opinions of the product. Summaries of their comments follow:

Randall Roberts, Online Services Coordinator, Walter C. Langsam Library, University of Cincinnati:

Ninety percent of the usage of the library's copy of DIALOG OnDisc ERIC is end user, primarily students and faculty of the university's school of education, and 10% library staff. End users mainly use the Easy Menu search mode. Before purchasing DIALOG OnDisc ERIC, the library staff evaluated it as well as the ERIC products produced by other vendors. The library staff particularly liked the DIALOG product because of its two search modes and the attractive, well-designed menu screens. This latter feature was especially important to Roberts as he has done some systems design work and appreciated the quality of the menu design in the DIALOG product.

Plans for future use of DIALOG OnDisc ERIC at Langsam Library? Local area networking in approximately two years.

Allen Foresta, Head, Reference Services Department, Milbank Memorial Library, Teachers College, Columbia University:

Milbank Library was a beta test site for DIALOG OnDisc ERIC in June 1986. The staff decided to "go with DIALOG," after comparing it with another vendor's version, following the beta test because of the "structure of the program"—design, help screens, Easy Menu—and the fact that Dialog made changes to the beta version for the release version based on beta testers' feedback.

Currently at Milbank Memorial Library, DIALOG OnDisc ERIC is installed as a public access workstation to meet the research needs of the College's approximately 4,000 graduate students. While most of the students are able to follow the Easy Menu screens to do their searching independently, the library staff does offer one hour weekly tutorials as a service.

DIALOG OnDisc ERIC is used nearly 100% of the time it is available during the 72 hours per week that the library is open. One hundred thirty four half-hours sessions are reserved for student use. The remaining time is used by the library staff for ready reference purposes.

"ERIC as a resource has been exploited to a great degree," according to Foresta. He sees the one-half hour per session time limit as a limiting factor and eventually would like to add one or two more workstations.

ORBIT SEARCH SERVICE

June 1, 1989

Mr. Ted Brandhorst
ERIC Processing and Reference Facility
2440 Research Blvd.
Suite 550
Rockville, MD 20850

Dear Mr. Brandhorst:

Thank you for your recent contribution to ORBIT's Database Search Aids List. A complimentary copy is enclosed for your files. We believe this publication will result in greater awareness of the search aids available to ORBIT users, thereby increasing usage of ERIC on ORBIT.

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The ERIC database, produced by the ERIC Processing and Reference Facility, is comprised of report and journal literature in educationally relevant areas. Topic highlights include: career education; adult, vocational and technical education; counseling and personnel services; reading and communication skills; education management; handicapped and gifted children; and information resources. The following is a list of the search aids available with price and distribution information.

Accessing ERIC with Your Microcomputer - ERIC Digest by Jane A. Klausmeier. April 1986. ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244. Free. Describes software, hardware, and telephone line components necessary to access online vendors. (Also available as ED-270 100 from the ERIC Document Reproduction Service.)

Current Index to Journals in Education (CIJE). Monthly; semiannual cumulations. The ORYX Press, 2214 North Central at Encanto, Phoenix, AZ 85004. Telephone: (800) 457-ORYX. Monthly subscription: $207.00 (North America), $250.00 (elsewhere). Semiannual cumulations: $198.00 (North America), $235.00 (elsewhere). Monthly subscription with semiannual cumulations: $386.00 (North America), $465.00 (elsewhere). (Oryx Press offers several other ERIC products and tools; call for details.)

Directory of ERIC Information Service Providers. June 1986. ERIC Processing and Reference Facility, 2440 Research Blvd., Suite 550, Rockville, MD 20850. Telephone: (301) 590-1420. Free. Includes organizations that provide computerized searches of the ERIC database, that have sizable collections of ERIC microfiche, and that subscribe to and collect the various ERIC publications. Many of these organizations are open to the general public.

ERIC Identifier Authority List. June 1987. ERIC Processing and Reference Facility, 2440 Research Blvd., Suite 550, Rockville, MD 20850. Telephone: (301) 590-1420. *Alphabetical Display* ($30.00, U.S./$40.00, non-U.S.)--alphabetical list of the approximately 41,000 preferred identifier forms and the postings of each term. *Category Display* ($25.00, U.S./$35.00, non-U.S.)--companion volume to the main display, listing identifiers alphabetically within 20 broad categories.

ERIC Processing Manual. ERIC Processing and Reference Facility, 2440 Research Blvd., Suite 550, Rockville, MD 20850. Telephone: (301) 590-1420. $40.00 (U.S.), $60.00 (non-U.S.). Subdivided by section, with two appendices. Sections and appendices available individually at $3.75 each. Sections include: 1) Introduction (an overview of the ERIC system); 2) Acquisitions; 3)Selection; 4)Handling and Shipping; 5) Cataloging (includes description of each field); 6) Abstracting, Annotating; 7)Indexing; 8) Vocabulary Development and Maintenance - Part 1, Descriptors and Part 2, Identifiers ($3.75 each part); 9) Data Entry (not presently available); 10) Data Base Changes (Post Publication). Also includes: Appendix A, ERIC Clearinghouse Scope of Interest Guide; Appendix B, Glossary of Terms. (Also appears as ED-219 082 in the ERIC Microfiche Collection and is available form the ERIC Document Reproduction Service.)

ERIC Ready References (Numbers 1-12). ERIC Processing and Reference Facility, 2440 Research Blvd., Suite 550, Rockville, Md 20850. Telephone: (301) 590-1420. Free. Ready references sheets to be posted near computer terminals used for searching ERIC. No. 1 provides a year-by-year list of ERIC accession numbers for *Resources in Education* (RIE) and the *Current Index to Journals in Education* (CIJE). No. 2 provides a complete display of ERIC Publication Types and their codes. No. 3 displays a sample RIE record. No. 4 gives instructions on using the *Thesaurus of ERIC Descriptors.* No. 5 lists ERIC price codes. No. 6 gives a listing of ERIC Clearinghouses, together with full addresses, telephone numbers, and brief scope notes describing the areas they cover. No. 7 is the "ERIC Fact Sheet," which lists some basic statistics pertaining to the ERIC system. No. 8 highlights ERIC's Target Audience data element, listing the audiences covered and describing how to access them online. No. 9 describes how to access and search the full-text ERIC Digests Online (EDO) database (not presently available). No. 10A is a complete list of all ERIC Digests to date arranged by ERIC Clearinghouse. No. 10B is the same list arranged alphabetically by title. No. 11 provides useful statistics and access information for the ERIC Microfiche Collection. No. 12 is the ERIC Telephone Directory, which lists telephone numbers of network components and database vendors under the function(s) (product or service) they provide.

ERIC/RIE Title Index. ERIC Processing and Reference Facility, 2440 Research Blvd., Suite 550, Rockville, MD 20850. Telephone: (301) 590-1420. 1966-76 cumulation: out-of-print. *1977-83 cumulation:* $30.00 (U.S.) and $50.00 (non-U.S.); limited quantity available. *1984-88 cumulation:* $60.00 (U.S.) and $70.00 (non-U.S.). *1989 quarterly supplements:* $30.00 (U.S.) and $40.00 (non-U.S.). *1984-88 cumulation with 1989 quarterly supplements:* $76.00 (U.S.) and $91.00 (non-U.S.)

How to Prepare for a Computer Search of ERIC - A Nontechnical Approach. (Revised and Updated) by Marilyn R. Laubacher. May 1983. (ED-237 100 -- Microfiche $0.85, Papercopy $6.00). Available form ERIC Document Reproduction Service, 3900 Wheeler Avenue, Alexandria, VA 22304. (The original 1975 edition (ED-110 096) was by Judith Yarborough.)

Institutional Source Directory. ERIC Processing and Reference Facility, 2440 Research Blvd., Suite 550, Rockville, MD 20850. Telephone: (301) 590-1420. Alphabetical list of organizational and institutional names by which

(Cont'd on page 15)

DOCUMENTATION

(Cont'd from page 14)

document citations in ERIC have been indexed in the Institution and Sponsoring Agency fields, together with the corresponding alphanumeric source codes that accompany the names. *Complete Edition*: March 1987 (latest), $30.00 (U.S.) and $40.00 (non-U.S.); a cumulative archival edition containing all names/codes established from 1966 to March 1987. *Truncated Edition*: current, annual, $25.00 (U.S.) and $35.00 (non-U.S.); covers names/codes established or used for indexing during the immediately preceding 5-year period.

A Pocket Guide To ERIC. ERIC Processing and Reference Facility, 2440 Research Blvd., Suite 550, Rockville, MD 20850. Telephone: (301) 590-1420. Free. A comprehensive summary of ERIC products and services.

Resources in Education (RIE). Monthly, semiannual indexes. Superintendent of Documents, U.S. Government Printing Office (GPO), Washington, DC 20402. Annual subscription: $66.00 (U.S.) and $82.50 (non-U.S.). Semiannual indexes: $20.00 (U.S.) and $25.00 (non-U.S.).

RIE Annual Cumulations. The Oryx Press, 2214 North Central at Encanto, Phoenix, AZ 85004. Telephone: (800) 457-ORYX. $287.00 (North America) and $327.00 (elsewhere). Hardback. Each in three volumes, two of cumulated main entries (abstracts) and one of cumulated indexes.

Submitting Documents to ERIC. ERIC Processing and Reference Facility, 2440 Research Blvd., Suite 550, Rockville, MD 20850. Telephone: (301) 590-1420. Free. Brochure describing the ERIC system, the advantages of having documents in the ERIC database, the selection criteria employed by ERIC, and the addresses of the ERIC components to whom documents may be submitted.

Thesaurus of ERIC Descriptors. 11th edition, 1987. The Oryx Press, 2214 North Central at Encanto, Phoenix, AZ 85004. Telephone: (800) 457-ORYX. $65.00 (North America) and $78.00 (elsewhere). Hardback. A list of 9,459 vocabulary terms, of which 5,296 are main-entry Descriptors and 4,163 are non-indexable Use references and "dead" terms. New terms not appearing in previous editions include 224 Descriptors and 190 Use references. (Oryx Press offers several other ERIC products and tools; call for details). ▲

SilverPlatter

June 1989

Dear SilverPlatter Subscriber:

SilverPlatter has redesigned its CD-ROM based tutorials to accommodate new software features and the changing needs of our subscribers. With the distribution of Release 1.6 this fall, SilverPlatter will begin distributing tutorials on floppy diskette.

The decision to place the tutorials on floppy diskette is based on subscriber feedback about the heavy use of SilverPlatter workstations. Floppy-based tutorials can be used at any available PC workstation, thereby freeing time at SilverPlatter workstations. With the SilverPlatter tutorials on floppy diskettes, new users can sit down at any personal computer to get acquainted with SilverPlatter's databases and software. Subscribers can copy the tutorials so they can be used at more than one PC.

The new tutorials are essentially the same as the current CD-ROM based tutorials. They simulate interaction with the compact disc and show software screen displays, prompts, and messages. With the new format, we can take advantage of visual tools and layouts that are currently not part of the SilverPlatter Information Retrieval System repertoire, which will enable us to produce improved tutorials in the future.

If you prefer, you can use the tutorials at the SilverPlatter workstation. However, users will not be able to access tutorials from within the SilverPlatter software. To help with the transition to the new medium, the current CD-ROM based tutorials will be maintained, but not updated, until Winter 1990.

If you are a subscriber to Medline on SilverPlatter, ERIC, PsycLIT, sociofile, or POPLINE, you can expect to receive your new tutorial concurrent with the addition of a thesaurus to the compact disc. Due to the popularity of the tutorials, we will continue to add them to new and existing databases. We look forward to making the transition to floppy-based tutorials as smooth as possible for all our subscribers. If you have any questions, please do not hesitate to call our customer support lines at 1-800-343-0064 (United States), 617-239-0306 (Massachusetts), 0-800-282-133 (United Kingdom), or 01-995-8242 (Europe).

Very Sincerely,

SilverPlatter Product Development

SilverPlatter Information, Inc.
37 Walnut Street, Wellesley Hills, MA 02181, U.S.A. / 617-239-0306 / FAX: 617-235-1715 / ALANET: 41: ALA1886
10 Barley Mow Passage, Chiswick, London, W4 4PH, England / 01-995-8242 / FAX 01-995-5159

[redacted]

SilverPlatter®

Important Notice to SilverPlatter Subscribers about Changing Hardware Requirements for SilverPlatter CD-ROM Products

Three Years Ago

As one of the first companies to introduce CD-ROM products to the library market, in 1986 SilverPlatter responded to the existing hardware environment found in many, if not most, organizations. In 1986 the typical personal computer configuration consisted of:

- 256K memory
- 1 or 2 floppy disk drives
- almost no color monitors
- very few hard drives

To enable libraries and others to take advantage of CD-ROM with their existing computer hardware, SilverPlatter designed its original search and retrieval software to function within the constraints of 256K memory, and did not require a hard disk. SilverPlatter is one of the few CD-ROM vendors which has never required a hard disk.

Today

In the three years since 1986 SilverPlatter has increased the memory requirement from 256K to 512K. This increase provided performance improvements and enabled our subscribers to take advantage of software enhancements.

With every software release we have challenged our Technical Development staff to keep the system requirements within these limits of minimal hardware configuration.

Since 1986 the cost of computer hardware has dropped and the typical personal computer now comes with 640K memory and a hard disk.

Tomorrow

Neither software nor hardware remains static for long. With DOS upgrades, MS-DOS CD ROM Extensions, and continued enhancements to SPIRS, the SilverPlatter Information Retrieval System, we must be able to take advantage of the more powerful PC environment of today.

For some time now we have been strongly recommending 640K memory for improved performance.

As of Fall 1989, when we ship *Release 1.6, our software will require 640K RAM, or a hard disk with 512K RAM.

For those subscribers to whom this means a hardware upgrade, we are informing you now so you have enough time to acquire it. We apologize for any difficulties this poses, but at the same time, we would appreciate your understanding that we have worked within the original constraints as long as practical.

For longer term planning: In order to continue to provide software enhancements and new products, we anticipate that SPIRS will require both 640K RAM and a hard disk for our next release.

***Upcoming Release 1.6**

During the May and June conferences SilverPlatter will be demonstrating a prototype of our implementation of the MeSH thesaurus. After quality assurance and field testing subscribers will receive this release in the fall. During the subsequent months we will add thesauri to the following SilverPlatter titles: PsycLIT, ERIC, NURSING & ALLIED HEALTH (CINAHL)-CD sociofile, SPORT Discus, POPLINE, and others.

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MacSPIRS™

Macintosh® Search Software for SilverPlatter® CD-ROM Databases

Macintosh users now have access to a wealth of information on compact disc from one of the world's leading CD-ROM publishers. MacSPIRS, SilverPlatter's search and retrieval software for the Apple Macintosh, combines the friendly, easy-to-use Macintosh interface with SilverPlatter's rapid and powerful CD-ROM search software. With MacSPIRS, your library, university, office, or school can access more than two dozen reference and general CD-ROM databases in the SilverPlatter family.

If you are already a SilverPlatter subscriber, MacSPIRS opens your database collection to a new audience. MacSPIRS employs the familiar Macintosh interface, which has gained a worldwide reputation for friendliness and ease of use. With MacSPIRS' search features such as full database indexing, Boolean operator searching, truncation, and lateral searching, searchers of any level of expertise can easily retrieve relevant data.

SilverPlatter Databases

SilverPlatter databases cover many areas of interest and research, including Medicine, Health & Safety, Education, Social Sciences, Agriculture, and Business & Technology. Each compact disc can contain the equivalent of about 250,000 pages of bibliographic, abstracted, or full text information, and many databases comprise several discs.

CD-ROM for the Macintosh World

MacSPIRS will appeal to libraries that depend on CD-ROM to decrease online searching costs and shelf space requirements, as well as to traditional Macintosh markets:

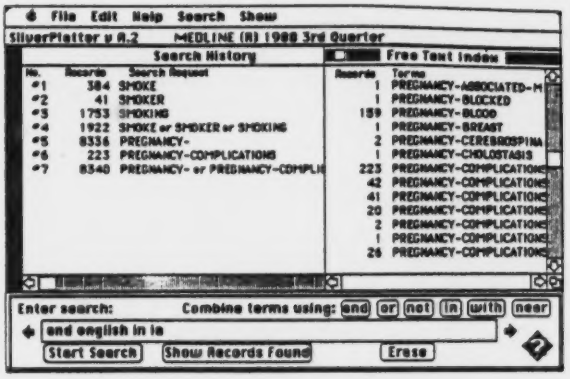
- Doctors' offices and medical organizations *(Medline, Cancer-CD databases)*
- High school libraries, where students are choosing colleges and embarking upon research projects *(Peterson's College Database, ERIC, PsycLIT, A-V Online)*
- Academic departments and offices, where scholars will welcome convenient access to prestigious databases *(Cross-Cultural CD, MathSci Disc*)*
- The growing body of institutional and corporate organizations that are committed to the Macintosh family and need rapid, in-house information access.

MacSPIRS™

About the Software

With MacSPIRS, you can:

- view a list of every search term within the database Index
- select a word or phrase from within the Index or retrieved record and have the system automatically carry out a search for that word or phrase
- combine concepts using Boolean operators (AND, OR, NOT)
- relate search terms using proximity operators (NEAR, WITH)
- broaden searches using truncation to obtain all words sharing a common root
- perform precise field-specific searches and conduct range searching within limit fields
- selectively display the retrieved records, using the Show Records command
- selectively Print and download to hard disk or diskette retrieved records
- easily exchange one disc for another without leaving MacSPIRS
- *Future features:* Thesaurus with MeSH explosions, Macintosh network support, CD-ROM drive daisychaining capability



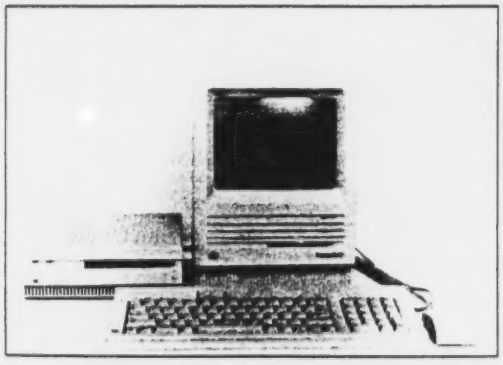
Enter searches or Index terms in the dialog box at the bottom of the screen. Buttons in the dialog box prompt you to the next search step.

Context-Sensitive Online Help

Using MacSPIRS' online Help system, even the novice user can conduct an effective search without training or instruction from library or office staff. On-screen buttons prompt the user to the next search step. Pull-down menu Help, with a comprehensive range of topics, is supplemented by context sensitive Help windows that provide quick access to information about the search process. In addition, online Guides offer information about the database being searched, such as field descriptions and terminology.

Hardware Requirements and Options

MacSPIRS works with the Macintosh Plus, the Macintosh SE series, and the Macintosh II series, and requires two 800K floppy drives, one megabyte of memory, and Macintosh System 6.0.2 or higher. A hard disk and two megabytes of memory are recommended for increased performance. SilverPlatter recommends the AppleCD SC CD-ROM drive and the ImageWriter and LaserWriter series of printers, and may recommend other CD-ROM drives as testing continues. MacSPIRS has color capability for color monitors, and can be integrated into your database, word processing, and spreadsheet packages under Apple's multi-tasking program MultiFinder.



The MacSPIRS package includes comprehensive written documentation and customer telephone support. If you are a current subscriber to any SilverPlatter database, you can receive MacSPIRS by calling SilverPlatter**.

For more information about MacSPIRS and a complete list of SilverPlatter databases, contact:

SilverPlatter Information, Inc.
37 Walnut Street
Wellesley Hills, MA 02181
Phone: (617) 239-0306
FAX: (617) 235-1715

SilverPlatter Information, Ltd.
10 Barley Mow Passage
Chiswick, London W4 4PH England
Phone: 01-995-8242
FAX: 01-995-5159

*SilverPlatter's MathSci Disc has TEX software capabilities for typesetting of mathematics.
**PEST-BANK and CHEM-BANK databases are not currently available for MacSPIRS.

SilverPlatter®

DAISYCHAINING (MULTIPLE DRIVE)
HARDWARE INFORMATION
MARCH 1989

Requirements for Daisychained (Multiple) CD-ROM Drives With the SilverPlatter Information System

Before purchasing hardware for a multiple drive (daisychained) CD-ROM workstation, determine the number of drives required and use the information below and on the reverse side to:

1. Determine if the drive type and model number support the number of drives desired.
2. Determine the number of controller cards needed to support your drives.
3. Determine the number of open expansion slots in your computer. One open expansion slot is required for every controller card.
4. Determine whether Microsoft MS-DOS CD-ROM Extensions is required for the drive model selected.

If you are unsure about what drives and controller cards to purchase, consult SilverPlatter Customer Support or your CD-ROM drive manufacturer. Computer, printer, and DOS requirements for the SilverPlatter system can be found on SilverPlatter's Hardware Information Sheet.

CD-ROM Drive Requirements

The following drives and controller cards can be used in a daisychained system. Many drives can operate with more than one controller card model. For ease of installation, SilverPlatter does not recommend mixing CD-ROM drive brands or models within a multiple drive system.

Hitachi

The following drives are compatible with the listed controller cards unless indicated. Each controller card supports a maximum of four drives:

Drives: CDR-1503S (stand-alone)
CDR-2500 (full-height internal)
CDR-3500 (half-height internal)

Controller Cards: IFI4
IFI25A-2
IFI4A
IFI35A* (for Model CDR-3500)
IFI5A (for the IBM PS/2 Model 50, 60, 70, and 80 only)

* The IFI35A may not support the maximum number of drives.

Note 1: Although multiple CDR-1502's can be cabled to a workstation, SilverPlatter does not recommend the CDR-1502 for daisychaining.
Note 2: The IFI4 and IFI25A-2 do not allow an address change, which is necessary if more than one controller card is installed in a computer.
Note 3: Some Hitachi drives and controller cards are available from SilverPlatter. Consult the SilverPlatter Catalog for further information.
Note 4: Most Hitachi configurations can support up to 23 drives attached to a workstation with a hard disk.

Philips

The following drives are compatible with the listed controller cards:

Drives: CM100 (top loading, stand-alone)
CM121 (stand-alone)
CM201 (half-height)

Controller Cards: CM153 connects one drive
CM154 connects two drives

Note 1: The CM155 controller card supports two drives, but is not recommended for daisychaining.
Note 2: If you plan to physically switch discs during your search process, SilverPlatter recommends that you not use the CM121 or the CM201.
Note 3: A Philips configuration can support up to six drives by installing the maximum number of CM154 cards or a combination of CM154 and CM153 cards.

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Other Drive Types

Other drive manufacturers may support multiple drive systems with SilverPlatter search software. SilverPlatter will release hardware information on these drives as the systems are tested.

Hard (Fixed) Disk

For improved performance with the SilverPlatter Information Retrieval System, SilverPlatter strongly recommends a hard disk. Additionally, future hardware configurations, coupled with certain selections of database and software options, may require a hard disk.

Microsoft Extensions (MSCDEX):

Microsoft MS-DOS CD-ROM Extensions is required for all daisychained systems, except for Philips drives or four or fewer Hitachi drives. Version 1.02 or higher is recommended.

Power

Each drive usually requires a separate electrical outlet.

The recommended daisychaining hardware combinations may be affected by the configuration of your particular workstation and the presence of other non-standard devices such as network controller cards. IBM computers with conflicting controller cards or non-IBM compatibles may or may not support the maximums indicated. SilverPlatter continues to test equipment and will release new information as it becomes available. All information is subject to change.

SilverPlatter®

Press Release
May 9, 1989

SilverPlatter's Network Package Gaining Popularity

Over the past several months, SilverPlatter Information, Inc. has installed MultiPlatter™, its stand-alone CD-ROM network package, at several sites. Among these sites are: O'Neill Library, Boston College, Boston, MA; Vanderbilt University Medical Center, Nashville, TN; Brandeis University, Waltham, MA; and University of Colorado, Denver, CO. Installation at these sites is under a controlled release program which allows SilverPlatter to monitor MultiPlatter in various hardware and software configurations.

MultiPlatter, SilverPlatter's solution for providing multiple access to multiple CD-ROM discs, is a complete hardware and software package. It includes CD-ROM drives, networking software, interface cards, MS-DOS CD ROM Extensions, MultiPlatter management software, documentation, maintenance, and toll-free telephone support for all components. MultiPlatter is designed for organizations that lack the technical expertise to assemble, install, and maintain a local area network.

MultiPlatter will continue in the controlled release program for several months with the next installation scheduled at the Mugar Library at Boston University, Boston, MA. While selection of sites for installation of MultiPlatter under the controlled release program is limited, there are still a few openings remaining for sites to participate in this program. General release of MultiPlatter is expected this summer. For further information about MultiPlatter, contact Chris Pooley at SilverPlatter.

Candidates Queue Up for MacSPIRS™ Field Testing

SilverPlatter is beginning a controlled release program for its Macintosh search software, MacSPIRS. Since SilverPlatter's announcement last year to develop this software, it has received numerous requests from libraries, schools and other institutions asking to be among the first installations.

MacSPIRS combines the user friendliness of the Macintosh with the powerful searching capabilities of SilverPlatter's search software for the PC. SilverPlatter's extended line of CD-ROM databases in the fields of Health Sciences, Safety and Health, Social Sciences, Business, Technology, Education, and more can be used with MacSPIRS.

General release is scheduled for fall.

For further information, contact:

SilverPlatter Information, Inc., 37 Walnut Street, Wellesley Hills, MA 02181
Tel: 617-239-0306 / Fax: 617-235-1715

[redacted]

SilverPlatter®

Press Release
June 16, 1989

More Networking News from SilverPlatter

This past January, SilverPlatter Information Inc., a leader in the field of publishing databases on CD-ROM, installed MultiPlatter™ at Brandeis University, Waltham, MA. MultiPlatter is SilverPlatter's complete stand-alone networking package that enables multiple users to access multiple CD-ROMs at the same time. A growing collection of CD-ROMs coupled with an increasing demand for the dissemination of information persuaded Brandeis to investigate SilverPlatter's network solution.

According to Joan Carey, Coordinator of Computer Services, Brandeis elected to participate in MultiPlatter's controlled release program due to the school's success with SilverPlatter's PsycLIT product and the company's close proximity to the campus. Furthermore, Brandeis' confidence in SilverPlatter was strengthened by the focused MultiPlatter network product. As the first publisher of information on CD-ROMs to address the issues surrounding networking, SilverPlatter has concentrated on offering its network as a complete package. The basic MultiPlatter package comes with the components needed for a four workstation, five CD-ROM drive network, but users can expand this with additional components. SilverPlatter handles all problems, thus saving the subscriber from the inconvenience of contacting the vendor of each component.

Brandeis' MultiPlatter configuration includes five workstations and five CD-ROM drives. This configuration is running with a collection of different personal computers and is the first to support non-SilverPlatter products, including CD-ROMs from Wilson, UMI, and PAIS, in addition to GPO and PsycLIT from SilverPlatter.

Students and faculty alike are excited by MultiPlatter and future networking possibilities. When asked how the network has changed her library, Carey responds, "Everyone loves MultiPlatter. I can't get them off it and can't get them to look at a print index." At the same time, though, she maintains that the new technology has increased the demand for reference department staff time. Staff members must be acclimated to the workings of the network, atop a busier reference desk. Yet, Carey emphasizes that MultiPlatter has been well worth the increase in demand on existing resources.

SilverPlatter appreciates the concerns of the Brandeis University library staff. Currently, on-site installations of MultiPlatter are provided by SilverPlatter staff. Also, SilverPlatter is addressing the need for additional customer support staff in its office. It is anticipated that this support service will grow alongside the product, which is now scheduled for general release later this year. Meanwhile, Brandeis expects to add more databases to its existing collection, as well as workstations and drives to the network.

For more information, contact SilverPlatter Information, Inc.; 37 Walnut Street; Wellesley Hills, MA 02181; TEL: 617-239-0306/FAX: 617-235-1715.

SilverPlatter Information, Inc.
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SilverPlatter®

MultiPlatter™
PRICE SHEET
March 1989

MultiPlatter configurations start with a four workstation/five drive network. Although the components for this basic system are priced individually, you purchase the system as a unit. You can build on this basic MultiPlatter system unit by purchasing additional components individually. These additional components can be purchased with the basic system or at a later time.

The basic MultiPlatter system server unit	**$16,650**
• A Network Server with five CD-ROM drives	$7,950
• Four Ethernet Network Interface Cards	$1,600[1]
• Novell Network Communications Software	$2,600
• Four MS-DOS CD ROM Extensions	$ 200
• MultiPlatter Network Manager Software	$3,500
• System testing and shipping	$ 800

Additional components for the basic unit

• An Expansion Unit with six CD-ROM drives	
As part of the original order	$7,950
If ordered after the installation of the basic System	$8,200[2]
• MultiPlatter Network Manager Software	
For drives 6-11	$1,800
For drives 12-16	$2,500
For drives 17-22	$2,950
• MultiPlatter Usage Statistics Software Module	$2,000
• Adding a non-SilverPlatter title to the MultiPlatter System	$ 300
• Support package for each additional workstation *Includes Ethernet Network Interface Card, MS-DOS CD ROM Extensions, and MultiPlatter Network Manager Software License for one additional workstation*	$ 600
• Onsite installation by SilverPlatter *Includes all travel expenses for one day onsite installation by SilverPlatter staff*	$2,000

[1]An additional fee is charged for Token Ring network hardware. Please contact SilverPlatter for pricing information.
[2]An additional $300 is charged for system testing and shipping charge for all servers and extension units not purchased with the original order.

Please note:
Workstations to access CD-ROM discs are not included in MultiPlatter pricing. All terminals must be IBM® Personal Computers or 100% compatible, with 640 KB of memory, a minimum of 10MB fixed storage, standard monitor and keyboard.

Prices do not include cables or connectors, which must conform to SilverPlatter specifications and be installed by the purchaser.

Prices include a six month warranty on software and hardware supplied by SilverPlatter. An extended warranty is available for 15% of the configuration cost per year. The warranty covers all MultiPlatter software updates and telephone support.

All orders must be accompanied by a 50% down payment, with balance due on delivery of system.

All prices subject to change without notice.

For special configurations, contact SilverPlatter.

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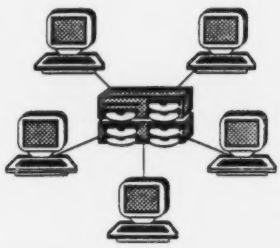
SilverPlatter®

MultiPlatter™
Q & A SHEET

The Stand-Alone CD-ROM Networking Solution for Libraries



As one of the pioneers in CD-ROM database publishing, SilverPlatter has paid close attention to the needs of CD-ROM users. One of the most frequently requested features was the capability to network CD-ROM products and to provide access to the same CD-ROM disc for more than one user .

With recent advances in both the standards efforts and in CD-ROM technology, networking CD-ROM discs is a reality. Although the necessary networking software and hardware components can be purchased individually, most CD-ROM subscribers lack the technical expertise required to install and maintain a local area network.

With MultiPlatter, SilverPlatter provides a complete solution to CD-ROM subscribers' networking needs.

Q. What is MultiPlatter?

A.

MultiPlatter is a modular stand-alone CD-ROM network which links multiple workstations (personal computers) to multiple CD-ROM discs. With MultiPlatter, each workstation can access any of the CD-ROM discs in the network and multiple users can perform searches on the same CD-ROM disc.

Q. What are the advantages of MultiPlatter?

A.

- SECURITY: MultiPlatter offers a secure environment for CD-ROM access. The discs, software, and network servers can be stored away from the end user.
- MULTIPLE USERS: With MultiPlatter more than one user can access the same CD-ROM disc at the same time, eliminating queues.
- ACCESS TO MULTIPLE CD-ROM DISCS WITHOUT CHANGING DISCS: With MultiPlatter, you can mount all of your CD-ROM discs so that they can be accessed by any workstation in the MultiPlatter network.

Q. What is included with the purchase of MultiPlatter?

A.

MultiPlatter base configurations include 5 or 11 CD-ROM drives, networking software and 4 interface cards, MS-DOS Extensions, MultiPlatter software, documentation, and toll-free customer telephone support in the U.S. for all hardware and software components. You must provide the personal computer workstations used to access the CD-ROM discs in the network. Additional CD-ROM drives can be added to these base configurations.

Q. Can I use our existing personal computers and CD-ROM drives with MultiPlatter?

A.

You can use your existing personal computers as workstations with MultiPlatter. These personal computers must be IBM or 100% compatible with 640KB of memory, monochrome or color monitor, keyboard, and a miminum of 10MB fixed disk storage. For CD applications which require more than 10MB of fixed disk storage, additional fixed disk storage is required.

CD-ROM disc drives which are currently being used cannot be added to MultiPlatter. These drives, however, can be attached locally to a workstation that is also connected to MultiPlatter. Although these drives will not be part of the network, they will be accessible, along with the drives in the network, by the workstation to which they are connected. The drives can be used for CD-ROM products which cannot be used in a network, or for non-SilverPlatter CD-ROM products which conform to the High Sierra/ISO standard and support MS-DOS CD ROM Extensions.

CM-28-031389

SilverPlatter Information, Inc.
37 Walnut Street, Wellesley Hills, MA 02181, U.S.A. / 617-239-0306 / FAX: 617-235-1715 / ALANET: 41: ALA1886
10 Barley Mow Passage, Chiswick, London, W4 4PH, England / 01-995-8242 / FAX 01-995-5159

Q. How many workstations can MultiPlatter support?

A.

MultiPlatter can support 10 workstations in an environment of heavy use. If use at each workstation is not intense, MultiPlatter can support additional terminals.

Q. How much space do I need for MultiPlatter?

A.

MultiPlatter with a server and 5 CD-ROM drives has the same footprint as a personal computer. The space required for each workstation is slightly less than that of a stand-alone CD-ROM workstation since there is no CD-ROM drive attached.

Q. How is MultiPlatter installed?

A.

MultiPlatter has been designed to be easily installed by your staff. SilverPlatter provides installation instructions for setting up the network and for installing the software. Toll-free customer telephone support is available in the U.S. for assistance during and after installation. Also, onsite installation by SilverPlatter staff can be purchased.

Q. Will our staff need training to use MultiPlatter?

A.

Anyone who has experience with DOS and general computer operations can run the daily start up procedures and other functions. Each MultiPlatter site should have a designated System Administrator who will be responsible for installing new software releases, adding new products, and the overall management of MultiPlatter.

Q. Can I use all of SilverPlatter's databases with MultiPlatter?

A.

Some Information Providers stipulate a single user per CD for their databases. Currently, public domain databases from SilverPlatter carry no stipulation. However, certain private databases prohibit multiple users for a single CD. SilverPlatter is negotiating multiple use arrangements with the Information Providers of these databases. If a licensing policy prohibits multiple use arrangements, the database can be accessed at a stand-alone workstation. See the SilverPlatter Catalog of CD-ROM Products or contact SilverPlatter's Sales Department for information about network licensing for specific SilverPlatter databases.

Q. How will multiple users affect the response time for my CD-ROM searches?

A.

The performance characteristics of MultiPlatter depend upon the amount of usage and the number of different CD-ROM titles in the collection. With more titles to select from, there is less chance that each user will select the same title. Response times will degrade as more users access the same CD-ROM disc.

Future enhancements to MultiPlatter will provide an option of restricting access to any CD-ROM disc in MultiPlatter to a specific number of users, minimizing contention for the same CD-ROM disc and ensuring satisfactory response times.

Q. Can I integrate MultiPlatter into my existing local area network?

A.

Due to the unique characteristics of most local area networks, SilverPlatter cannot support MultiPlatter in a "custom" environment. If, using your own expertise, you integrate MultiPlatter into a local area network, the maintenance contract with SilverPlatter will become void.

Future enhancements to MultiPlatter may provide an interface to other networking products.

Q. Can I use other CD-ROM products with MultiPlatter?

A.

YES, you can mount other CD-ROM products on MultiPlatter provided they conform to ISO standards and support Microsoft MS-DOS Extensions, and their licensing agreements permit multi-access use. However, SilverPlatter does not provide support for these products.

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CUSTOMER SERVICE REPORT

MAY 1989

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R E N E W E D

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CANADA

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DIVISION OF INT'L. PROGRAMS
ATTN: BEVERLY DIAZ
ROOM 1212D
WASHINGTON, DC 20550

NEW ADDRESS:

MR. MOHAMMED ALI AL-TASAN
DIRECTOR GENERAL, ISTS
KING ABDULAZIZ CITY FOR
SCIENCE AND TECHNOLOGY
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NORTH ENTRANCE
3301 COLLEGE AVENUE
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SOUTH GATE, CALIFORNIA 90280

UNIVERSITY CENTER AT TULSA
LIBRARY
700 NORTH GREENWOOD
TULSA, OKLAHOMA 74106-0700

TRANSMISSION BOOKS & MICROFORMS
P.O. BOX 96-337
6F., No. 93 LO LI ROAD
TAIPEI, TAIWAN R.O.C.

UNIVERSITY OF SWAZILAND
OHIO PROJECT, KWALUSENI CAMPUS
P/B DWALUSENI
KINGDOM OF SWAZILAND (S.E. AFRICA)

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FEBRUARY 1989

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WASHINGTON, DC 20010

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11901 WORNAL ROAD
KANSAS CITY, MO 64145

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DE BAYAMON - LRC
BAYAMON, PUERTO RICO 00619

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PUERTO RICAN RESIDENCE CENTER
COLEGIO SAN ANTONIO
P. O. BOX 21477
RIO PIEDRAS, PUERTO RICO 00928

DODDS PROFESSIONAL LIBRARY
WIESBADEN MIDDLE SCHOOL
APO, NEW YORK 09457

APPALACHIA EDUCATIONAL LAB
1031 QUARRIER STREET
CHARLESTON, WEST VIRGINIA 25325

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ELD ERL
555 NEW JERSEY AVENUE, RM. 101
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DECEMBER 1988

NEW

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GELMAN LIBRARY
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WASHINGTON, DC 20052

The Oryx Press
Suite 103
2214 North Central at Encanto
Phoenix, Arizona 85004
(602) 254-6156

June 21, 1989

CIJE SOURCE JOURNAL INDEX UPDATE
FOR AUG89

Additions

FL Babel: Journal of the Australian Modern Language Teachers' Association
FL Babel: International Journal of Translation
FL Italica
FL Language Sciences
HE Journal of Professional Nursing
HE Research Management Review

Deletions

HE Higher Education in Europe

Name Changes

CS Southern Speech Communication Journal to Southern Communication Journal
CS Writing Program Administration Journal to WPA: Writing Program Administration
EA CEFP Journal to Educational Facility Planner
EC Education of the Visually Handicapped to RE:view
EC Journal of the Division for Early Childhood to Journal of Early Intervention
IR EDUCOM Bulletin to EDUCOM Review

FAX: 602-253-2741 • Telex: 910-951-1333 • Cable Address: ORYXPHX • Alanet: ALA 0978 • Source: BCJ 387

*** CIJE MONTHLY REPORT - JUN89 I.CIJE2 ***12:02:04 08 MAY 1989 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	123	28	14	754
CG	181	13	18	811
CS	126	10	0	1001
EA	158	15	3	589
EC	137	13	20	898
FL	65	8	11	372
HE	156	16	0	620
IR	123	34	12	676
JC	29	4	0	152
PS	26	1	0	341
RC	33	3	0	259
SE	125	13	27	970
SO	84	12	6	607
SP	38	4	0	394
TM	55	10	0	329
UD	28	7	1	298
GRAND TOTALS	1487	191	106	9071

*** CIJE MONTHLY REPORT - JUL89 I.CIJE1 ***08:51:12 05 JUN 1989 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	104	24	9	858
CG	143	10	15	954
CS	128	16	0	1129
EA	135	9	2	724
EC	137	14	36	1035
FL	99	12	22	471
HE	148	19	0	768
IR	152	37	10	828
JC	23	3	0	175
PS	116	7	0	457
RC	46	7	2	305
SE	250	25	55	1220
SO	144	20	1	751
SP	67	6	0	461
TM	46	9	0	375
UD	43	12	0	341
GRAND TOTALS	1781	230	152	10852

*** CIJE MONTHLY REPORT - AUG89 I.CIJE2 ***09:42:52 26 JUN 1989 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	65	17	4	923
CG	144	14	0	1098
CS	169	19	0	1298
EA	148	12	20	872
EC	133	13	31	1168
EL	87	8	6	558
HE	94	13	1	862
IR	101	23	0	929
JC	19	3	0	194
PS	133	10	0	590
RC	37	5	8	342
SE	145	14	0	1365
SO	84	12	1	835
SP	71	9	0	532
TM	62	5	0	437
UD	37	6	1	378
GRAND TOTALS	1529	183	72	12381

ATTACHMENT 15
PAGE 1 OF 2

EAB ERIC ADMINISTRATIVE BULLETIN

Volume: 13
Number: 7/8
Date: July/August 1989

Educational Resources Information Center, Office of Educational Research and Improvement, Washington, D.C. 20208

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3. Survey of Journal Editors Concerning the Acceptability of Papers Previously Announced in ERIC (Letter Suggested by Facility)

4. Directory of Education-Related Clearinghouses (Preliminary Print-Form Directory, by Sue Klein)

5. ACCESS ERIC Brochure (Initial Brochure)

6. "A Guide to ERIC Microfiche Indexes, 1966-1988" (EDRS)

7. Pocket Guide to ERIC (1989 Edition)

8. Submitting Documents to ERIC (1989 Edition)

9. Oversight Hearing on OERI (by Subcommittee on Select Education, March 1989)

10. ACCESS ERIC Announced in Education Week (June 7, 1989)

11. InfoTrac™ Links to MultiPlatter™

12. EDRS Standing Order Customers Report (New, Renewed, Cancelled)
    ---June 1989
    ---July 1989

13. CIJE Source Journal Index Update
    ---CIJE September 1989
    ---CIJE October 1989

14. CIJE September 1989---Monthly Report

The ERIC Administrative Bulletin (EAB) is prepared by the ERIC Processing and Reference Facility on the basis of material submitted by all components of the ERIC system. EAB articles are reviewed and approved by Central ERIC before publication.

The EAB is intended to be the "journal" of the ERIC system and a major means for the decentralized components of ERIC to communicate and interact with one another. The EAB is also a permanent record reflecting most of the major events in the life of the ERIC system such as personnel changes, Standing Order Customer changes, etc.) and providing in printed form essential documents (such as ERIC policy and priority statements, Clearinghouse scope statement modifications, ERIC Processing Manual revisions, etc.). Submissions to the EAB are to be sent (using the standard form) to your respective monitor. The deadline for input to each monthly issue is the 10th of the month.

ACTION ITEMS

REFERENCE INQUIRY REFERRAL GUIDE (DRAFT FOR COMMENTS)

With the renewed emphasis on user services and dissemination and with the advent of the new outreach unit of the ERIC system, ACCESS ERIC, it becomes even more important that reference inquiries directed at ERIC be handled in a consistent way across the system.

To that end, the ERIC Facility has drafted a brief "Reference Inquiry Referral Guide" that is designed to provide reference staff with guidance on how to best handle different kinds of inquiries and where to refer requests when that is appropriate. This draft guide appears as Attachment 1 and is provided here for comment and suggestions. We believe that it lists all of the most commonly received inquiries that units of the system receive.

Let's make this a really useful tool for our day-to-day use. Please send your comments to the Reference Librarian, ERIC Facility.

...Ted Brandhorst
(ERIC Facility)

SURVEY ROUND-UP

END USER SERVICES SURVEY (CONDUCTED BY CE)

Recently a survey of user services coordinators (USC's) at the ERIC Clearinghouses was conducted by Judy Wagner of the CE Clearinghouse. The purpose of the survey was to determine what services each Clearinghouse was offering so that referrals would be on target and not into blind alleys. The completed survey forms were due back by August 1, 1989 and the results, when tabulated, will be provided in the EAB. They may also be appropriate for inclusion in a possible future "Reference and User Services Manual."

The letter of transmittal and the blank survey form appear as Attachment 2.

...Judy Wagner (CE)

SURVEY OF JOURNAL EDITORS CONCERNING THE ACCEPTABILITY OF PAPERS PREVIOUSLY ANNOUNCED IN ERIC (LETTER SUGGESTED BY FACILITY)

The subject of such a survey came up at the last ERIC National Technical Meeting. In the Facility's view, the wording of any letter sent to editors would be critical for the success of such a survey.

We would like to put forward Attachment 3 as a draft model letter for this survey. It provides the necessary background to the question and also asks the question in the most positive way.

...Ted Brandhorst
(Facility)

DIRECTORY OF EDUCATION-RELATED CLEARINGHOUSES

Central ERIC has prepared a preliminary list of non-ERIC education-related Clearinghouses. These are sources of specialized information to which users might occasionally be referred when ERIC

cannot itself provide the requested information or documents. This Directory will serve as the initial basis for the ACCESS ERIC referral database on the same topic. The preliminary list of 100 sources appear as Attachment 4. Your comments and/or additions are welcome.

...Sue Klein (CERIC)

BROCHURE ROUND-UP

ACCESS ERIC INITIAL BROCHURE

ACCESS ERIC will be developing numerous brochures and handouts in the performance of its functions. These will be noted regularly in the EAB as they appear. The first preliminary brochure is shown as Attachment 5. Please feel free to use it and to disseminate it in response to inquiries about ACCESS ERIC or at other appropriate times.

...Sam Fustukjian
(ACCESS ERIC)

A GUIDE TO ERIC MICROFICHE INDEXES, 1966-1988

Each year EDRS comes out with a new cumulation of its inexpensive microfiche indexes to RIE and must therefore also come out with a brochure that prices and advertises the product. The new brochure covering the 23 year period 1966 through 1988 is produced as Attachment 6. Copies are available from EDRS.

...Vic Fortin
(EDRS)

POCKET GUIDE TO ERIC (1989 EDITION)

The Pocket Guide to ERIC has been revised by the ERIC Facility and is being sent to GPO for printing. It should be available in quantity during September 1989. The revision encompasses all new addresses and phone numbers, ACCESS ERIC, and the addition of the CD-ROM vendors.

Subsequent to this 1989 edition, the Pocket Guide will become the responsibility of ACCESS ERIC. It will be revised (probably shortened) and will be printed sometime in 1990, timed as appropriate to replace the then dwindling stock of the 1989 edition.

A copy of the 1989 edition is reproduced here as Attachment 7.

...Ted Brandhorst
(ERIC Facility)

SUBMITTING DOCUMENTS TO ERIC (1989 EDITION)

"Submitting Documents to ERIC" has been revised by the Facility and is being sent to GPO for printing. It should be available sometime this fall. The revision encompasses all new addresses and telephone numbers. Attachment 8 is a copy of the new text. When stock arrives, ample copies will be sent immediately to all ERIC components.

...Louise Erlick
(ERIC Facility)

NETWORK NEWS

OVERSIGHT HEARING ON OERI

The Oversight Hearing on OERI (by the Subcommittee on Select Education) that took place on March 9, 1989, makes for interesting reading. In his opening remarks, Subcommittee Chair, Major R. Owens, states that the OERI infrastructure consists of, among other things, "...an educational bibliographic retrieval system (ERIC) that is the envy of the world..." (p. 3). The Hearings (see Attachment 9) are on their way into the ERIC database via the IR Clearinghouse.

...Bob Stonehill (CERIC)

ACCESS ERIC ANNOUNCED IN EDUCATION WEEK (JUNE 7, 1989)

A brief announcement of ACCESS ERIC appeared on page 16 of the June 7, 1989 issue of Education Week, under the heading "New Database Will Refer Users to Documents at ERIC Centers." While the heading leaves something to be desired and is indicative of how the press gets things a little off sometimes (probably because they move so fast), we are glad to have the publicity.

...Pat Coulter (CERIC)

ERIC IN LATIN AMERICA (PART 2: PERU)

Peru is a country in development, and like most countries that are in this process, there are severe economic problems. However, one has to admire the "Access to Information for Research in Universities." The Director of ERIC/IR gave the keynote presentation, "Systems of Information Access for Research" and another presentation on "Developing Personal Databases." The conference included directors of libraries, computer centers , and research from about a dozen Peruvian universities.

The center of ERIC activity is INIDE, the National Institute for Research and Development in Education. A complete ERIC microfiche collection from 1968 to 1975 is available at INIDE, but there is nothing after that date. (A contract with USAID ended in 1975.) In a presentation for the entire staff of the Institute on "How to Use ERIC," Don Ely lamented the state of the collection. One experienced ERIC user observed that the collection is not up-to-date, but the methodologies and procedures reported in the existing documents offered models for their own work. Resourceful! Fortunately, the Institute is the Peruvian center for REDUC, the Latin American network of educational information that has been operating since 1978. ERIC should explore ways in which it could interface with REDUC.

If anyone knows of old RIE and CIJE sets that are relatively complete, or microfiche collections after 1975 that are looking for a home, please let Don Ely know.

...Don Ely (IR)

ERIC IN SOUTH AFRICA

During the month of July, Don Ely, Director, ERIC/IR, was a visiting Professor at the Soweto

College of Education in South Africa, sponsored by the Academic Specialist Program of the U.S. Information Agency. He taught a course in "Systematic Instructional Design" for teachers and principals from Soweto schools and offered a seminar on "Improvement of Teaching and Learning for the College Lecturers."

He also gave two plenary session papers at the First South African Conference on Educational Technology held in Pretoria: "Cross-Cultural Media Transfer" and "Trends and Issues in Educational Technology."

Wearing his ERIC hat, Don discovered complete ERIC resources, including CD-ROM, at the Human Sciences Research Centre in Pretoria and annual RIE cumulations in the library of The Funda Center (teacher center) in Soweto and in several other colleges of education.

...Don Ely (IR)

VENDOR NEWS

INFOTRAC™ LINKS TO MULTIPLATTER™

SilverPlatter has announced (and demonstrated at the recent ALA Conference) that its MultiPlatter system can now be linked with InfoTrac workstations that many libraries already have installed. This piggybacking will facilitate the use of the various SilverPlatter databases, including ERIC, at libraries that already have InfoTrac Reference Center computer workstations.

...Pat Brown (Facility)

PUBLICATIONS

ERIC CLEARINGHOUSE PUBLICATIONS, 1988

The annual ERIC Clearinghouse Publications bibliography, covering documents appearing in RIE during 1988, has been completed and printed and was distributed on August 17 to all ERIC system components. The initial print run is small and some thought has been given to perhaps printing additional copies. Please let Central ERIC know if you could use additional copies of this product.

...Carolyn Weller (Facility)

PERSONNEL NEWS

LOUISE ERLICK REPLACES JOANNA EUSTACE AS ACQUISITIONS LIBRARIAN AT ERIC FACILITY

Joanna Eustace is returning to Texas with her family, as her husband has been reassigned to El Paso. Joanna has been the Facility's Acquisitions Librarian for 4-1/2 years and has done an excellent job. We will miss her greatly.

Replacing Joanna is Louise Erlick, an M.L.S. (Pittsburgh) with some ten years of experience. Louise last worked for the Cambridge Information Group where she was the editor of the New York State Directory. Louise is currently

reading the EPM, EAB, EAA, etc., but you will be hearing from her as soon as she gets oriented in her new job.

...Ted Brandhorst
(Facility)

STAFF CHANGES AT FL

Once again, FL staff are leaving the Clearinghouse with the flimsiest of excuses---a Fulbright to study in Czechoslovakia (Darla Domke, editor for RIE, CIJE, and ERIC Digests); a full fellowship for doctoral studies in linguistics at Georgetown University (Christina Kakawa, Acquisitions Assistant). Our new Acquisitions Assistant is Cindy Mahrer, an M.A. candidate in applied anthropology at American University. Vicki Lewelling, formerly our Administrative Assistant, has moved into the position vacated by Darla; and our new Administrative Assistant is Amy Pickens, a recent linguistics graduate from the University of Maryland.

...Jeannie Rennie (FL)

The *ERIC Processing Manual* Section 4, "Handling and Shipping" is being highlighted during the months of August/ September 1989.

Please get your comments into the ERIC Facility at your earliest convenience.

REFERENCE INQUIRY REFERRAL GUIDE

Prepared by the ERIC Facility
August 14, 1989

TYPE OF INQUIRY	WHERE BEST ANSWERED (i.e. REFER TO)							RECEIVING COMPONENT SHOULD:
	CH'S	FAC.	EDRS	AE	CIJE	CERIC	OTHER	
I. Product-Related Inquiries								
A. Wants to subscribe to:								
1. RIE							GPO	Answer, Referring to GPO (cite price, provide order form).
2. CIJE					X			Answer, Referring to Oryx (cite price, provide order form).
3. ERIC Microfiche			X					Answer, Referring to EDRS (provide order form).
4. ERIC Magnetic Tapes (ERICTAPES)		X						Answer, Referring to Facility
5. ERIC Database Online Access							Vendors	Answer, Referring to Online Vendors (BRS, DIALOG, ORBIT)
6. ERIC Database on CD-ROM							Vendors	Answer, Referring to CD-ROM Vendors (DIALOG, OCLC, SilverPlatter)
7. ERICTOOLS (e.g., Title Index, IAL)		X						Answer, Referring to Facility
8. Interchange				X				Answer, Referring to ACCESS ERIC
9. ERIC Review				X				Answer, Referring to ACCESS ERIC
B. Wants specific document(s)								
1. Has an ED Number			X					Answer, Referring to EDRS (cite price, provide order form).
2. Does not have an ED Number		X						
C. Wants specific journal article(s) (covered by CIJE)							UMI	Answer, referring to UMI (provide order form).
D. Wants specific ERIC CH publication(s)								
1. Digest(s)	X							
2. Other	X							
E. Wants ERIC Thesaurus					X			Answer, referring to Oryx (cite price, provide order form).
F. Wants specific ERIC promotional/ reference literature								
1. Pocket Guide to ERIC				X				
2. Directory of ERIC Information Service Providers				X				
3. Submitting Documents to ERIC		X						
4. ERIC Ready References		X						
5. Reproduction Release Forms		X						
6. ERIC Review				X				
7. ERIC Annual Report						X		
8. ACCESS ERIC Brochure				X				
G. Wants specific Department of Education/OERI Document(s) Announced in Media		X					OERI	If available from OERI, refer to OERI; if not available from OERI, refer to Facility.

REFERENCE INQUIRY REFERRAL GUIDE

TYPE OF INQUIRY	WHERE BEST ANSWERED (i.e. REFER TO)							RECEIVING COMPONENT SHOULD:
	CH'S	FAC.	EDRS	AE	CIJE	CERIC	OTHER	
H. Wants to get on ERIC "mailing list."								
1. General				X				
2. Complimentary RIE						X		
3. Interchange				X				
4. ERIC Review				X				
5. Clearinghouse Publications	X							
II. Information-Related Inquiries								
A. Wants general information on following organization(s)								
1. Department of Education							OERI	
2. OERI							OERI	
3. ERIC				X				Answer, but also provide address to ACCESS ERIC.
4. EDRS			X					
5. ERIC Facility		X						
6. Oryx Press					X			
7. ACCESS ERIC				X				
8. GPO							GPO	
B. Funding-Related Inquiries								
1. How to apply for government funding/grants, etc.							OERI	
2. Student Financial Aid							OERI	
C. ACCESS ERIC Referral Databases (Non-Bibliographic)							OERI	
1. Education-Related Conferences				X				
2. ERIC Training Events				X			OERI	
3. ERIC Partners				X				
4. Education-Related Information Centers				X				
5. ERIC information Service Providers				X				
6. Electronic Bulletin Board				X				
D. Search Strategy Assistance								
1. In-Scope of Clearinghouse	X							
2. Other		X						
E. Following-Up on Document Submitted Earlier to ERIC, but not yet in Database		X						

ATTACHMENT 1
PAGE 2 OF 3

REFERENCE INQUIRY REFERRAL GUIDE

CHARTA09 (p. 3 of 3)
Prepared by the ERIC Facility
August 14, 1989

TYPE OF INQUIRY	WHERE BEST ANSWERED (i.e. REFER TO)							RECEIVING COMPONENT SHOULD:
	CH'S	FAC.	EDRS	AE	CIJE	CERIC	OTHER	
F. Copyright-Related Questions, e.g.								
1. Wants to reproduce ERIC data		X						
2. Wants to reproduce documents announced in RIE		X						
G. How to Obtain Level 3 documents no longer available from source	X							
H. Equipment-Related Inquiries:								
1. Microfiche storage cabinets			X					
2. Microfiche readers/viewers			X					
3. Microfiche reader/printers			X					
4. CD-ROM disc drives							Vendors	Refer to CD-ROM vendors: DIALOG, OCLC, SilverPlatter
I. Wants an Answer to a Specific Subject Inquiry								
1. Education-related	X							
2. Not education-related							*	*Refer to other appropriate information sources.
III. Services-Related Inquiries								
A. Wants a computer search on a specific topic.							ERIC/ISP	Refer to geographically closest ERIC information service provider.
B. Wants to open an account with an online vendor for online access service to the ERIC database							Vendors	Refer to online vendors; BRS, DIALOG, ORBIT
C. Wants to open a deposit account with EDRS.			X					
D. Wants to obtain access to the GTE education network.							GTE	
E. Wants to obtain access to the ACCESS ERIC referral databases.				X				
F. Wants to get a new term into the ERIC Thesaurus.		X						

ERIC
Clearinghouse on Adult, Career,
and Vocational Education

1900 Kenny Road
Columbus, Ohio 43210-1090

Phone: (614) 292-4353
(800) 848-4815

MEMORANDUM

TO: ERIC User Services Coordinators
FROM: Judy Wagner
RE: ERIC User Services Services Survey
DATE: July 6, 1989

The attached survey is being conducted solely for the benefit of ERIC user services coordinators. The results will enable USCs to refer clients to other ERIC components with the relative certainty that their query will be answered. Please be completely honest about the services that you will and won't perform so that users are not sent to you unwittingly.

My sincere thanks to those who reviewed the survey and made wonderful suggestions. I particularly want to thank Gail Londergan, Dorothy Stewart, Norma Howard, Jan Burt, and Virginia Levitas, as well as the Bloomington meeting participants. Their input was invaluable.

There has been some confusion about the purpose of this survey, i.e., that it will also be used for the user services manual. Because I do not know the status of the manual, I have designed this survey strictly for use in referring clients to other ERIC components. If there is to be a manual, the survey will have to be much more extensive than this one. I apologize for the confusion! Please call me if you have any questions.

Each clearinghouse user services coordinator will receive a copy of the results. If you do not have room on the form to respond, just use the back or another sheet of paper. Also, to facilitate tabulation, please make your answers as short as possible!

Thank you for taking the time.

Please return the survey to me by August 1, 1989. Thanks.

Judy Wagner
ERIC/ACVE
1900 Kenny Road
Columbus, OH 43210-1090
(800) 848-4815

User Services Services Survey
Page 2

NEWSLETTERS

-Do you have a newsletter? YES____NO____

-To whom is it sent?

-Is there a charge? YES____NO____

-How much?

OTHER CH PRODUCTS

-Do you charge for Digests, bibs, etc.? YES____NO____

-How much?

-For major pubs? YES____NO____

-How much?

-Is everyone charged the same? YES____NO____

-If not, what's the difference?

-Do you have a publications list? YES____NO____

-How does one get it?

QUERY RESPONSE

-How far do you go in responding to requests? (i.e., how much time and effort do you put into finding materials/answers?)

-To what extent do you give technical assistance?

User services services survey
Page 3

MICROFICHE

-Do you have an on-site collection? YES____NO____

-What years are available on-site?

-Is it open to the public? YES____NO____

-Are appointments necessary to use the collection? YES____NO ___

-Do you have duplication services?
-mf to paper? YES____NO____
-mf to mf? YES____NO____

-Do you charge for the service? YES____NO____

How much?

PARTNERS

-What special things do you do for Partners?

-Do these special services extend to other CH's Partners?
YES____NO____

MISCELLANEOUS

-What E-Mail systems are you on? Please include ID#

-Have you discovered any grand referral sources that some of the rest of us might use?

Name_____

ERIC Component_____

Address_____

_____

City_____State_____Zip_____

User Services Services Survey
Page 1

SEARCHING

ONLINE

-Do you have an online search service? YES____NO____

-Do you charge for searches you conduct for others? YES____NO ___

-How much?

-Do you do out-of-scope searches? YES____NO____

-Will you search databases other than ERIC? YES____NO____

MANUAL

-Do you do manual searches for clients? YES____NO____

-Do you look up ED#s and prices if given an author or title?
YES ___NO____

CD-ROM

-Do you perform CD-ROM searches for clients? YES____NO____

-Is there a charge? YES____NO____

-How much?

-Do you allow on-site use of your CD-ROM? YES____NO____

-For whom?

PRODUCTS

MAILING LIST

-Do you have one? YES____NO____

-What do those on the list receive?

-Is there a charge? YES____NO____

-How much?

-How does one get on the list?

(Inside Address)

Subject: Survey of Journal Editors Concerning the Acceptability of Papers Previously Announced in ERIC

Dear (Journal Editor):

The Educational Resources Information Center (ERIC) is The U.S. National information system covering the literature of education. ERIC is sponsored by the U.S. Department of Education and is comprised of a series of sixteen distinct ERIC Clearinghouses, each devoted to a major segment of the field of education. These clearinghouses collect education-related literature in the form of technical reports, contractor reports, conference papers, speeches, classroom materials, dissertations, bibliographies, government documents, and many other preliminary, ephemeral, and fugitive forms of publication. Attached you will find a list of the major types of documents that ERIC collects and processes for its bibliographic database (see Attachment A).

Many of the documents that ERIC collects, e.g. conference presentations, later appear (in modified form) as articles in various professional journals and serials. It appears that one of the natural evolutionary courses for a written product to take is from technical or preliminary report, to conference presentation, to journal article, to chapter or section of book, etc.

When ERIC collects a preliminary document, it catalogs, indexes, and abstracts it and announces the existence of the document by printing this bibliographic resume (as we call it) (see Attachment B) in ERIC's monthly abstract journal Resources in Education (RIE). ERIC speaks of "announcing" documents, not of "publishing" them. The author or source institution has prepared and published the document; ERIC has only recorded and announced its existence (and archived it on microfiche).

Nevertheless, ERIC sometimes hears that the editors of journals are reluctant to consider accepting into their journal papers that have previously been announced by ERIC.

The purpose of this letter is: (1) to describe accurately for you exactly what ERIC does with the literature it collects; (2) to inquire as to your present position or policy on accepting for publication papers that may have been previously announced by ERIC; and (3) to attempt to persuade you that simple announcement by ERIC should not inhibit your selection of a given paper.

ERIC is interested in facilitating the flow of research and other information to the educational community. It does not want to interfere with this process in any way and would appreciate hearing from you at your convenience on the three topics noted in the paragraph directly above.

Sincerely,

671

(Clearinghouse Director)

ATTACHMENT 4
PAGE 1 OF 15

DIRECTORY OF EDUCATION-RELATED CLEARINGHOUSES

By

Susan S. Klein

Central ERIC, Information Services
Office of Educational Research and Improvement
U.S. Department of Education
Washington, DC 20208-5720
Tel. 202-357-6289

June 1989

In early 1990 ACCESS ERIC will replace this directory, which is based on a survey of 100 education-related clearinghouses, with an expanded "user-friendly" directory. The new directory will be available in both paper and computer versions from ACCESS ERIC, 1600 Research Boulevard, Rockville, Maryland 20850.

Directory of Education-Related Clearinghouses

The Educational Resources Information Center (ERIC), administered by the U.S. Department of Education's Office of Educational Research and Improvement (OERI), collects, indexes and disseminates educational materials. While ERIC's 16 Clearinghouses attempt to cover all of education, many other public and private organizations also provide similar services.

To better coordinate the work of ERIC with that of other information service providers, we recently conducted a survey which identified and described the clients and services of 100 education-related clearinghouses. For more information about survey results and methodology, see "How Can the Federal Government Help Education-Related Clearinghouses Provide More Cost-Effective Services?" (Klein, 1989).

This directory provides basic descriptive information about each of the 100 clearinghouses in our survey. For this directory, education-related clearinghouses are defined as follows:

- A place where organized databases are maintained and continuously updated.
- A place which maintains an extensive set of resources in a specific education-relevant area.
- A place where information from the database(s) is available **to the general public**, possibly with minimal database search or document cost-recovery charges.
- A place where staff actively share information with their constituents, e.g., through newsletters, fact sheets, bibliographies, research syntheses, or directories.
- A place which describes itself as a clearinghouse, resource center, information center or information service.

Excluded from this clearinghouse definition are:

- Associations which do not clearly indicate that they operate a comprehensive public information service, clearinghouse, or databank.
- Information centers which limit their databases to materials produced by specific organizations.
- Specialized information services which deal mostly with non-education information.

- Large national libraries or distribution services such as the Library of Congress, the National Library of Medicine, or the National Technical Information Service.

The Clearinghouse directory forms are arranged according to their record number as shown in the "Table of Contents." This is followed by a "List of Education-Related Clearinghouses in Alphabetical Order." For additional convenience in locating clearinghouses according to their content foci, a "Content Index" organized by "Special Populations," "Types of Education," and "Education-Related Areas" precedes the actual directory forms.

We realize that this directory could be improved with additional editing, but hope that you find it useful. Since it is in the public domain feel free to use the material as you wish.

A new ERIC system contractor, ACCESS ERIC, will be developing a "user-friendly" computer-based file and a printed directory of education-related information centers and clearinghouses. These should be available to the public by the end of 1989. Since ACCESS ERIC plans to include more than the 100 clearinghouses in the file, the coordinator of this ACCESS ERIC activity would appreciate your suggestions on additional clearinghouses. Please contact ACCESS ERIC at 1600 Research Boulevard, Rockville, MD 20850, telephone 301-251-5786 or 1-800 USE-ERIC.

Information Services staff Joyce Benton, Alberta Jett, Nancy Krekeler, and Joyce Lowery helped transform and update this database. Robert Stonehill suggested this interesting assignment and supported the work. Other staff from ERIC, and the clearinghouses in the survey, reviewed the accuracy of the information and provided insights and advice on the entire project.

Susan S. Klein, Ed.D.
ERIC Program
Office of Educational Research & Improvement
U.S. Department of Education
555 New Jersey Ave, N.W.
Washington, DC 20208-5720
Tel. 202-357-6089

LIST OF EDUCATION-RELATED CLEARINGHOUSES IN ALPHABETICAL ORDER

Record#	CLEARINGHOUSE
22	ABLEDATA
17	ACCESS Clearinghouse
35	Adolescent Pregnancy Prevention Clearinghouse
12	Adult Basic Education Resource Center
9	American Association for Counseling and Development Professional Information Service
50	American Association for Higher Education Assessment Forum
10	American Society for Training and Development Resource Center
30	Association for Children and Adults with Learning Disabilities
11	Association for Community Based Education Clearinghouse
75	Center for Human Resources Clearinghouse
29	Center for Special Education Technology
57	Chapter 1 Technical Assistance Center Clearinghouse
64	Clearinghouse for Development and Communication
8	Clearinghouse on Adult Education
51	Clearinghouse on Child Abuse and Neglect Information
65	Clearinghouse on Disability Information
60	Clearinghouse on Infant Feeding and Maternal Nutrition
81	Collaborative Learning Project Resource Center
80	Community Information Exchange
13	Contact Center, Inc.
91	ERIC Clearinghouse for Junior Colleges
95	ERIC Clearinghouse for Science, Mathematics & Environmental Education
96	ERIC Clearinghouse for Social Studies/Social Science Education
100	ERIC Clearinghouse on Adult, Career and Vocational Education
85	ERIC Clearinghouse on Counseling and Personnel Services
86	ERIC Clearinghouse on Educational Management
87	ERIC Clearinghouse on Elementary & Early Childhood Education
88	ERIC Clearinghouse on Handicapped & Gifted Children
89	ERIC Clearinghouse on Higher Education
90	ERIC Clearinghouse on Information Resources
92	ERIC Clearinghouse on Languages and Linguistics
3	ERIC Clearinghouse on Reading and Communication Skills
94	ERIC Clearinghouse on Rural Education and Small Schools
97	ERIC Clearinghouse on Teacher Education
98	ERIC Clearinghouse on Tests, Measurement, and Evaluation
99	ERIC Clearinghouse on Urban Education
19	Education Commission of the States Clearinghouse
71	Education Information Branch, Information Services
74	Educational Products Information Exchange

79	Emerging Technology Consultants INC Center
4	English Plus Information Clearinghouse
82	Environmental Protection Agency Public Information Center and Library
63	Environmental Quality Instructional Resources Center
55	Family Information Center, National Agricultural Library
72	Family Life Information Exchange
76	Family Resource Database
54	Food and Nutrition Information Center, National Agricultural Library
25	HEATH, Higher Education & Adult Training for People with Handicaps
14	INET, International Networks in Education and Development
47	Immigration Reform and Control Act Clearinghouse
46	Information Center for Special Education Media and Materials
62	International Clearinghouse for the Advancement of Science Teaching
21	JAN, Job Accomodations Network
52	Juvenile Justice Clearinghouse
16	KIDSNET
67	Media/Materials Center of Population Communication Services
58	Military Family Information Clearinghouse & Resource Center
41	NAIC, National AIDS Information Clearinghouse
20	NARIC, National Rehabilitation Information Center
1	NARIS, Native American Research Information Service
26	NICHCY, National Information Center for Handicapped Children and Youth
77	National Alliance of Business Clearinghouse
66	National Assessment Resource Center
49	National Center for Children in Poverty
44	National Center for Youth with Disabilities Resource Center
56	National Clearinghouse for Alcohol & Drug Information
3	National Clearinghouse for Bilingual Education
48	National Clearinghouse on Community-Referenced Technology
43	National Council for Research on Women Information Services
53	National Criminal Justice Reference Service
78	National Dropout Prevention Center Clearinghouse
84	National Gerontology Resource Center
2	National Indian Education Clearinghouse
28	National Info Center on Deafness, NICD
32	National Information Center on Deaf-Blindness
6	National Institute of Corrections Information Center
61	National Science Resources Center
31	National Society for Internships and Experiential Education

7	National Vocational Education Clearinghouse
24	National Clearinghouse for Professions in Special Education
23	National Clearinghouse of Rehabilitation Training Materials
27	National Early Childhood Technical Assistance System (NECTAS) Information Clearinghouse
33	National Maternal & Child Health Clearinghouse & Center for Education for Maternal & Child Health
73	Population Information Program
18	Project Home Safe National Resource Center
45	Public Service Satellite Consortium
40	Research Clearinghouse on Women of Color & Southern Women
70	RICE, Resources in Computer Education
5	Rural Clearinghouse for Education and Development
15	SIECUS, Sex Information and Education Council
36	Share Resource Center on Teen Pregnancy Prevention
83	Sociological Abstracts
42	Southern Regional Educational Board Career Ladder Clearinghouse
59	TASPP, Technical Assistance for Special Populations Program
69	Test Center
39	The Equity Clearinghouse
37	U.S. Agency for International Development Information Services
38	Women in Development Resource Center, USAID
34	Women's Bureau Work and Family Clearinghouse
68	Youth Development Information Center, National Agricultural Library

CONTENT INDEX

Special Populations

Record# Clearinghouse

Adults (ad)*
8 Clearinghouse on Adult Education
47 Immigration Reform and Control Act Clearinghouse
55 Family Information Center, National Agricultural Library
58 Military Family Information Clearinghouse & Resource Center
67 Media/Materials Center of Population Communication Services
84 National Gerontology Resource Center
100 ERIC Clearinghouse on Adult, Career and Vocational Education

Bilingual (b)
3 National Clearinghouse for Bilingual Education
4 English Plus Information Clearinghouse
27 National Early Childhood Technical Assistance System (NECTAS) Information Clearinghouse
39 The Equity Clearinghouse
92 ERIC Clearinghouse on Languages and Linguistics
99 ERIC Clearinghouse on Urban Education

Educators (e)
6 National Institute of Corrections Information Center
14 INET, Intnational Networks in Ed and Development
21 JAN, Job Accomodations Network
24 National Clearinghouse for Professions in Special Educ
25 HEATH Higher Ed & Adult Training for people with Handicaps
26 NICHCY, Nationa Info. Center for Handicapped Children and Youth
27 National Early Childhood Technical Assistance System (NECTAS) Information Clearinghouse
28 National Info Center on Deafness, NICD
29 Center for Special Education Technology
30 Assoc for Children and adults with Learning Disabilities
31 National Society for Internships and Experiential Education
32 National Information Center on Deaf-Blindness
37 U.S. Agency for International Development Information Center
38 Women in Development Resource Center, USAID
39 The Equity Clearinghouse
42 Southern Regional Educational Board Career Ladder Clearinghouse
44 National Center for Youth with Disabilities Resource Center
46 Information Center for Special Ed Media and Materials
48 National Clearinghouse on Community-Referenced Technology
50 American Assoc. for Higher Education Assessment Forum
53 National Criminal Justice Reference Service
57 Chapter 1 Technical Assistance Center Clearinghouse
58 Military Family Information Clearinghouse & Resource Center
59 TASPP, Technical Assistance for Special Populations Program
60 Clearinghouse on Infant Feeding and Maternal Nutrition
62 International Clearinghouse for the Advancement of Science Teaching
64 Clearinghouse for Development and Communication
65 Clearinghouse on Disability Information
66 National Assessment Resource Center
67 Media/Materials Center of Population Communication Services
68 Youth Development Information Center
69 Test Center
73 Population Information Program
74 Educational Products Information Exchange
81 Collaborative Learning Project Resource Center
82 Environmental Protection Agency Public Information Center and Library
86 ERIC Clearinghouse on Educational Management

*These code letters are used to designate content covered in each clearinghouse form. Many clearinghouses are listed multiple times because they focus on a variety of content areas.

88 ERIC Clearinghouse on Handicapped & Gifted Children
89 ERIC Clearinghouse on Higher Education
91 ERIC Clearinghouse for Junior Colleges
92 ERIC Clearinghouse on Languages and Linguistics
94 ERIC Clearinghouse on Rural Education and Small Schools
96 ERIC Clearinghouse for Social Studies/Social Science Educ.
97 ERIC Clearinghouse on Teacher Education
98 ERIC Clearinghouse on Tests, Measurement, and Evaluation
99 ERIC Clearinghouse on Urban Education
100 ERIC Clearinghouse on Adult, Career and Vocational Education

Family (f)
6 National Institute of Corrections Information Center
7 National Vocational Education Clearinghouse
27 National Early Childhood Technical Assistanc System (NECTAS) Information Clearinghouse
58 Military Family Information Clearinghouse & Resource Center
67 Media/Materials Center of Population Communication Services
73 Population Information Program
75 Center for Human Resources Clearinghouse
76 Family Resource Database
100 ERIC Clearinghouse on Adult, Career and Vocational Education

Indian (i)
1 NARIS Native American Research Information Service
2 National Indian Education Clearinghouse
14 INET, Intnatl Networks in Ed and Development
27 National Early Childhood Technical Assistance System (NECTAS) Information Cleadinghouse
31 National Society for Internships and Experiential Education
37 U.S. Agency for International Development, Information Center
38 Women in Development Resource Center, USAID
60 Clearinghouse on Infant Feeding and Maternal Nutrition
62 International Clearinghouse 4 Advancementof Science Teaching
64 Clearinghouse for Development and Communication
67 Media/Materials Center of Population Communication Services
73 Population Information Program
76 Family Resource Database
82 Environmental Protection Agency Public Info Center and Library
83 Sociological Abstracts
92 ERIC Clearinghouse on Languages and Linguistics
94 ERIC Clearinghouse on Rural Education and Small Schools
96 ERIC Clearinghouse for Social Studies/Social Science Educ.

Migrant/Immigrant (m)
47 Immigration Reform and Control Act Clearinghouse
57 Chapter 1 Technical Assistance Center Clearinghouse
76 Family Resource Database
82 Environmental Protection Agency Public Info Center and Library
92 ERIC Clearinghouse on Languages and Linguistics
94 ERIC Clearinghouse on Rural Education and Small Schools
99 ERIC Clearinghouse on Urban Education

Parents (pa)
17 ACCESS Clearinghouse
18 Project Home Safe National Resource Center
27 National Early Childhood Technical Assistance System (NECTAS) Information Clearinghouse
35 Adolescent Pregnancy Prevention Clearinghouse
36 Share Resource Center on Teen Pregnancy Prevention
49 National Center for Children in Poverty
55 Family Info. Center, National Agricultural Library
57 Chapter 1 Technical Assistance Center Clearinghouse
58 Military Family Information Clearinghouse & Resource Center
59 TASPP,Technical Assistance for Special Populations Program
67 Media/Materials Center of Population Communication Services
87 ERIC Clearinghouse on Elementary & Early Childhood Education

Postsecondary (ps)

31 National Society for Internships and Experiential Education
50 American Assoc. for Higher Education Assessment Forum
66 National Assessment Resource Center
81 Collaborative Learning Project Resource Center
89 ERIC Clearinghouse on Higher Education
91 ERIC Clearinghouse for Junior Colleges

Rural (r)

5 Rural Clearinghouse for Education and Development
20 NARIC, National Rehabilitation Information Center
21 JAN, Job Accomodations Network
22 ABLEDATA
23 National Clearinghouse of Rehabilition Training Materials
39 The Equity Clearinghouse
54 Food and Nutrition Information Center,Natl Agricult Library
65 Clearinghouse on Disability Information
67 Media/Materials Center of Population Communication Services
82 Environmental Protection Agency Public Info Center and Library
88 ERIC Clearinghouse on Handicapped & Gifted Children
94 ERIC Clearinghouse on Rural Education and Small Schools

Students (s)

15 SIECUS, Sex Information and Education Council
17 ACCESS Clearinghouse
21 JAN, Job Accomodations Network
24 National Clearinghouse for Professions in Special Education
25 HEATH, Higher Ed & Adult Training for people with Handicaps
26 NICHCY, National Info. Center for Handicapped Children and Youth
27 National Early Childhood Technical Assistance System (NECTAS) Information Clearinghouse
28 National Info Center on Deafness, NICD
29 Center for Special Education Technology
30 Assoc for Children and adults with Learning Disabilities
31 National Society for Internships and Experiential Education
32 National Information Center on Deaf-Blindness
35 Adolescent Pregnancy Prevention Clearinghouse
44 National Center for Youth with Disabilities Resource Center
46 Information Center for Special Ed Media and Materials
48 National Clearinghouse on Community-Referenced Technology
50 American Assoc. for Higher Education Assessment Forum
51 Clearinghouse on Child Abuse and Neglect Information
55 Family Info. Center, National Agricultural Library
57 Chapter 1 Technical Assistance Center Clearinghouse
58 Military Family Information Clearinghouse & Resource Center
59 TASPP, Technical Assistance for Special Populations Program
61 National Science Resources Center
62 International Clearinghouse for the Advancementof Science Teaching
63 Environmental Quality Instructional Resources Center
65 Clearinghouse on Disability Information
66 National Assessment Resource Center
67 Media/Materials Center of Population Communication Services
68 Youth Development Information Center
78 National Dropout Prevention Center Clearinghouse
81 Collaborative Learning Project Resource Center
82 Environmental Protection Agency Public Info Center and Library
83 Sociological Abstracts
85 ERIC Clearinghouse on Counseling and Personnel Services
88 ERIC Clearinghouse on Handicapped & Gifted Children
89 ERIC Clearinghouse on Higher Education
91 ERIC Clearinghouse for Junior Colleges
95 ERIC Clearinghouse for Science, Mathematics & Environmental

Women (w)

19 Education Commission of the States Clearinghouse
27 National Early Childhood Technical Assistance System (NECTAS) Information Clearinghouse
33 Natl Maternal & Child Health Clearinghouse & Center for Maternal & Child Health
34 Women's Bureau Work and Family Clearinghouse
35 Adolescent Pregnancy Prevention Clearinghouse
36 Share Resource Center on Teen Pregnancy Prevention
38 Women in Development Resource Center, USAID
39 The Equity Clearinghouse
40 Research Clearinghouse on Women of Color & Southern Women
43 National Council for Research on Women Information Services
49 National Center for Children in Poverty
58 Military Family Information Clearinghouse & Resource Center
60 Clearinghouse on Infant Feeding and Maternal Nutrition
67 Media/Materials Center of Population Communication Services
72 Family Life Information Exchange
73 Population Information Program
84 National Gerontology Resource Center
86 ERIC Clearinghouse on Educational Management
99 ERIC Clearinghouse on Urban Education

Types of Education

Record# Clearinghouse

All Content Areas Covered (a)

6 National Institute of Corrections Information Center
8 Clearinghouse on Adult Education
11 Association for Community Based Education Clearinghouse
12 Adult Basic Education Resource Center
16 KIDSNET
17 ACCESS Clearinghouse
18 Project Home Safe National Resource Center
19 Education Commission of the States Clearinghouse
27 National Early Childhood Technical Assistance System (NECTAS) Info. CH
35 Adolescent Pregnancy Prevention Clearinghouse
36 Share Resource Center on Teen Pregnancy Prevention
47 Immigration Reform and Control Act Clearinghouse
49 National Center for Children in Poverty
53 National Criminal Justice Reference Service
55 Family Information Center, National Agricultural Library
57 Chapter 1 Technical Assistance Center Clearinghouse
58 Military Family Information Clearinghouse & Resource Center
59 TASPP, Technical Assistance for Special Populations Program
67 Media/Materials Center of Population Communication Services
70 Resources in Computer Education, RICE
74 Educational Products Information Exchange
76 Family Resource Database
79 Emerging Technology Consultants INC Center
82 Environmental Protection Agency Public Info Cent and Library
84 National Gerontology Resource Center
87 ERIC Clearinghouse on Elementary & Early Childhood Education
92 ERIC Clearinghouse on Languages and Linguistics
100 ERIC Clearinghouse on Adult, Career and Vocational Education

Counseling (c)

6 National Institute of Corrections Information Center
9 American Association for Counseling and Development Professional Information Service
27 Natl Early Childhood Technical Assistance System (NECTAS) Information Clearinghouse
34 Women's Bureau Work and Family Clearinghouse
49 National Center for Children in Poverty
51 Clearinghouse on Child Abuse and Neglect Information
55 Family Information Center, National Agricultural Library
58 Military Family Information Clearinghouse & Resource Center
60 Clearinghouse on Infant Feeding and Maternal Nutrition
61 National Science Resources Center
63 Environmental Quality Instructional Resources Center
67 Media/Materials Center of Population Communication Services
68 Youth Development Information Center
82 Environmental Protection Agency Public Info Cent and Library
83 Sociological Abstracts
85 ERIC Clearinghouse on Counseling and Personnel Services
87 ERIC Clearinghouse on Elementary & Early Childhood Education
95 ERIC Clearinghouse for Science, Mathematics & Environmental
100 ERIC Clearinghouse on Adult, Career and Vocational Education

Child Care (cc)

27 National Early Childhood Technical Assistance System (NECTAS) Information Clearinghouse
34 Women's Bureau Work and Family Clearinghouse
49 National Center for Children in Poverty
51 Clearinghouse on Child Abuse and Neglect Information
55 Family Information Center, National Agricultural Library
58 Military Family Information Clearinghouse & Resource Center
60 Clearinghouse on Infant Feeding and Maternal Nutrition
87 ERIC Clearinghouse on Elementary & Early Childhood Education

Equity (eq)
- 27 National Early Childhood Technical Assistance System (NECTAS) Information Clearinghouse
- 39 The Equity Clearinghouse
- 88 ERIC Clearinghouse on Handicapped & Gifted Children
- 96 ERIC Clearinghouse for Social Studies/Social Science Educ.
- 99 ERIC Clearinghouse on Urban Education

Experiential Education (ex)
- 31 National Society for Internships and Experiential Education
- 68 Youth Development Information Center
- 100 ERIC Clearinghouse on Adult, Career and Vocational Education

International Education (ie)
- 14 INET, International Networks in Education and Development
- 31 National Society for Internships and Experiential Education
- 37 U.S. Agency for International Development Information Center
- 38 Women in Development Resource Center, USAID
- 60 Clearinghouse on Infant Feeding and Maternal Nutrition
- 62 International Clearinghouse 4 Advancementof Science Teaching
- 64 Clearinghouse for Development and Communication
- 67 Media/Materials Center of Population Communication Services
- 73 Population Information Program
- 92 ERIC Clearinghouse on Languages and Linguistics
- 96 ERIC Clearinghouse for Social Studies/Social Science Educ.

LITERACY

Adult Literacy (al)
- 11 Association for Community Based Education Clearinghouse
- 12 Adult Basic Education Resource Center
- 82 Environmental Protection Agency Public Info Cent and Library
- 92 ERIC Clearinghouse on Languages and Linguistics
- 100 ERIC Clearinghouse on Adult, Career and Vocational Education

Literacy, general (l)
- 6 National Institute of Corrections Information Center
- 7 National Vocational Education Clearinghouse
- 11 Assoc for Community Based Education Clearinghouse
- 12 Adult Basic Education Resource Center
- 13 Contact Center, Inc
- 19 Education Commission of the States Clearinghouse
- 27 National Early Childhood Technical Assistance System (NECTAS) Information Clearinghouse
- 59 TASPP, Technical Assistance for Special Populations Program
- 75 Center for Human Resources Clearinghouse
- 76 Family Resource Database
- 82 Environmental Protection Agency Public Info Cent and Library
- 83 Sociological Abstracts
- 86 ERIC Clearinghouse on Educational Management
- 92 ERIC Clearinghouse on Languages and Linguistics
- 93 ERIC Clearinghouse on Reading and Communication Skills
- 99 ERIC Clearinghouse on Urban Education
- 100 ERIC Clearinghouse on Adult, Career and Vocational Education

SPECIAL EDUCATION AND REHABILITATION SERVICES

Rehabilitation (rh)
- 20 NARIC,Natl Rehabilitation Information Center
- 21 JAN, Job Accomodations Network
- 22 ABLEDATA
- 23 Natl Clearinghouse of Rehab Training Materials
- 65 Clearinghouse on Disability Information
- 88 ERIC Clearinghouse on Handicapped & Gifted Children

Special Education
- 21 JAN, Job Accomodations Network
- 24 National Clearinghouse for Professions in Special Educ
- 25 HEATH Higher Ed & Adult Training for people with Handicaps
- 26 NICHCY, National Info. Center for Handicapped Children and Youth
- 27 National Early Childhood Technical Assistance System (NECTAS) Info. Clearinghouse

28 National Info Center on Deafness, NICD
29 Center for Special Education Technology
30 Assoc for Children and adults with Learning Disabilities
32 National Information Center on Deaf-Blindness
44 National Center for Youth with Disabilities Resource Center
46 Information Center for Special Ed Media and Materials
48 National Clearinghouse on Community-Referenced Technology
59 TASPP, Technical Assistance for Special Populations Program
62 International Clearinghouse 4 Advancementof Science Teaching
65 Clearinghouse on Disability Information
88 ERIC Clearinghouse on Handicapped & Gifted Children

Science (sc)
61 National Science Resources Center
63 Environmental Quality Instructional Resources Center
82 Environmental Protection Agency Public Info Cent and Library
95 ERIC Clearinghouse for Science, Mathematics & Environmental

Sex education (se)
15 SIECUS, Sex Information and Education Council
35 Adolescent Pregnancy Prevention Clearinghouse
55 Family Info. Center, Natl Agricultural Library
67 Media/Materials Center of Population Communication Services

Technology (t)
16 KIDSNET
22 ABLEDATA
29 Center for Special Education Technology
45 Public Service Satellite Consortium
46 Information Center for Special Education Media and Materials
48 National Clearinghouse on Community-Referenced Technology
62 International Clearinghouse for the Advancement of Science Teaching
64 Clearinghouse for Development and Communication
70 Resources in Computer Education, RICE
74 Educational Products Information Exchange
79 Emerging Technology Consultants INC Center
82 Environmental Protection Agency Public Information Center and Library
90 ERIC Clearinghouse on Information Resources

Education-Related Areas

Record# Clearinghouse

WORK & EMPLOYMENT FOCUSED CLEARINGHOUSES

Career Education (ce)
- 6 National Institute of Corrections Information Center
- 68 Youth Development Information Center
- 100 ERIC Clearinghouse on Adult, Career and Vocational Education

Jobs/employment (j)
- 6 National Institute of Corrections Information Center
- 7 National Vocational Education Clearinghouse
- 10 American Society for Training and Development Resource Center
- 21 JAN, Job Accomodations Network
- 31 National Society for Internships and Experiential Education
- 34 Women's Bureau Work and Family Clearinghouse
- 35 Adolescent Pregnancy Prevention Clearinghouse
- 42 Southern Regional Educational Board Career Ladder Clearinghouse
- 52 Juvenile Justice Clearinghouse
- 53 National Criminal Justice Reference Service
- 59 TASPP, Technical Assistance for Special Populations Program
- 75 Center for Human Resources Clearinghouse
- 77 National Alliance of Business Clearinghouse
- 78 National Dropout Prevention Center Clearinghouse
- 80 Community Information Exchange
- 100 ERIC Clearinghouse on Adult, Career and Vocational Education

Labor force (lf)
- 6 National Institute of Corrections Information Center
- 7 National Vocational Education Clearinghouse
- 75 Center for Human Resources Clearinghouse
- 100 ERIC Clearinghouse on Adult, Career and Vocational Education
- 6 National Institute of Corrections Information Center
- 7 National Vocational Education Clearinghouse
- 75 Center for Human Resources Clearinghouse
- 100 ERIC Clearinghouse on Adult, Career and Vocational Education

Vocational education (v)
- 6 National Institute of Corrections Information Center
- 7 National Vocational Education Clearinghouse
- 21 JAN, Job Accomodations Network
- 23 Natl Clearinghouse of Rehab Training Materials
- 27 Natl Early Childhood Tech Ass't Syst (NEC,TAS) Info. CH
- 31 National Society for Internships and Experiential Education
- 50 American Assoc. for Higher Education Assessment Forum
- 53 National Criminal Justice Reference Service
- 58 Military Family Information Clearinghouse & Resource Center
- 59 TASPP,Technical Assistance for Special Populations Program
- 66 National Assessment Resource Center
- 67 Media/Materials Center of Population Communication Services
- 68 Youth Development Information Center
- 69 Test Center
- 74 Educational Products Information Exchange
- 82 Environmental Protection Agency Public Info Cent and Library
- 98 ERIC Clearinghouse on Tests, Measurement, and Evaluation
- 100 ERIC Clearinghouse on Adult, Career and Vocational Education

OTHER EDUCATION-RELATED AREAS

Evaluation (ev)
- 27 National Early Childhood Technical Assistance System (NECTAS) Information Clearinghouse
- 50 American Assoc. for Higher Education Assessment Forum
- 58 Military Family Information Clearinghouse & Resource Center
- 66 National Assessment Resource Center
- 67 Media/Materials Center of Population Communication Services
- 68 Youth Development Information Center
- 69 Test Center
- 74 Educational Products Information Exchange
- 98 ERIC Clearinghouse on Tests, Measurement, and Evaluation

Family (f)
- 6 National Institute of Corrections Information Center
- 7 National Vocational Education Clearinghouse
- 27 National Early Childhood Technical Assistance System (NECTAS) Information Clearinghouse
- 58 Military Family Information Clearinghouse & Resource Center
- 67 Media/Materials Center of Population Communication Services
- 73 Population Information Program
- 75 Center for Human Resources Clearinghouse
- 76 Family Resource Database
- 100 ERIC Clearinghouse on Adult, Career and Vocational Education

Health (h)
- 20 NARIC, National Rehabilitation Information Center
- 21 JAN, Job Accomodations Network
- 22 ABLEDATA
- 23 National Clearinghouse of Rehabilitation Training Materials
- 27 National Early Childhood Technical Assistance System (NECTAS) Infomation Clearinghouse
- 28 National Info Center on Deafness, NICD
- 32 National Information Center on Deaf-Blindness
- 33 Natl Maternal & Child Health Clearinghouse & Center for Maternal & Child Health
- 35 Adolescent Pregnancy Prevention Clearinghouse
- 36 Share Resource Center on Teen Pregnancy Prevention
- 41 National AIDS Information Clearinghouse, NAIC
- 44 National Center for Youth with Disabilities Resource Center
- 49 National Center for Children in Poverty
- 51 Clearinghouse on Child Abuse and Neglect Information
- 54 Food and Nutrition Information Center, National Agricultural Library
- 55 Family Info. Center, National Agricultural Library
- 56 National Clearinghouse for Alcohol & Drug Information
- 58 Military Family Information Clearinghouse & Resource Center
- 60 Clearinghouse on Infant Feeding and Maternal Nutrition
- 65 Clearinghouse on Disability Information
- 67 Media/Materials Center of Population Communication Services
- 72 Family Life Information Exchange
- 73 Population Information Program
- 80 Community Information Exchange
- 88 ERIC Clearinghouse on Handicapped & Gifted Children

Justice (ju)
- 6 National Institute of Corrections Information Center
- 52 Juvenile Justice Clearinghouse
- 53 National Criminal Justice Reference Service

Law (lw)
- 19 Education Commission of the States Clearinghouse
- 27 National Early Childhood Technical Assistance System (NECTAS) Information Clearinghouse
- 86 ERIC Clearinghouse on Educational Management
- 99 ERIC Clearinghouse on Urban Education

Population (po)
- 67 Media/Materials Center of Population Communication Services
- 73 Population Information Program

ATTACHMENT 5
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ERIC System Components

U.S. Department of Education
Office of Educational Research and Improvement

Central ERIC

Subject-Specific Clearinghouses

Adult Career & Vocational Education	Counseling & Personnel Services	Educational Management	Elementary & Early Childhood Education	Handicapped & Gifted Children	Higher Education	Information Resources	Junior College
Languages & Linguistics	Reading & Communication Skills	Rural Education & Small Schools	Science, Mathematics & Environmental Education	Social Studies/ Social Science Education	Teacher Education	Tests, Measurement & Evaluation	Urban Education

Adjunct Clearinghouses

ERIC Processing & Reference Facility

ACCESS ERIC

ERIC Document Reproduction Service (EDRS)

Partner Partner Partner Partner ERIC Partners Partner Partner Partner Partner

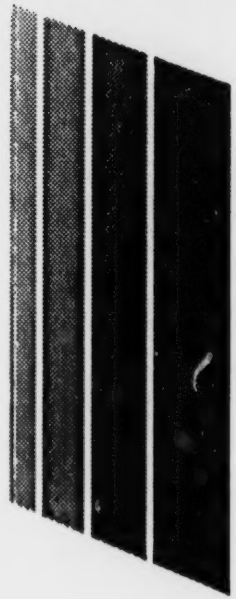
Database and Publications

CIJE Publisher (ORYX PRESS)

RIE Publisher Goverment Printing Office (GPO)

On Line Retrieval Vendors

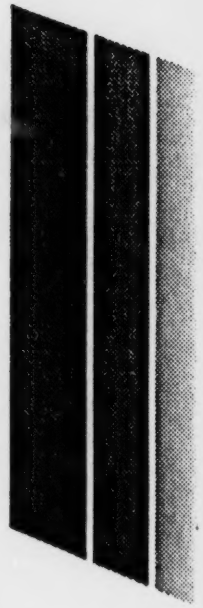
CD ROM Vendors



To access ERIC...

Call ACCESS ERIC

1-800-USE-ERIC



ERIC

ACCESS ERIC is the newest feature of ERIC—the Educational Resources Information Center. ERIC's database, the world's largest source of education information, contains citations of more than 665,000 documents and journal articles on educational research and practice available to the public at more than 3,000 locations worldwide.

Teachers and school personnel can stay abreast of the most up-to-date developments in the education field by calling the ERIC system. They can access information on a variety of subjects such as innovative methodologies, merit pay, and substance abuse.

ACCESS ERIC = ERIC + You

Available toll free (1–800–USE–ERIC), ACCESS ERIC keeps you informed of the wealth of information offered by ERIC and other education information centers. It also initiates activities to promote the exchange of information from ERIC to the education community and the public. Among these are the publication of pocket guides and directories to using ERIC and participation at the many educational conferences nationwide. In addition, ERIC users with access to a computer will be able to directly gain new online information about ERIC and its clearinghouses.

ERIC = 16 Clearinghouses + 4 Support Service Centers to Meet Your Needs

ERIC is made up of 16 clearinghouses that acquire and process information under the following categories:

- ❑ Languages and Linguistics
- ❑ Teacher Education
- ❑ Urban Education
- ❑ Test, Measurement, and Evaluation
- ❑ Adult, Career, and Vocational Education
- ❑ Counseling and Personnel Services
- ❑ Educational Management
- ❑ Elementary and Early Childhood Education
- ❑ Handicapped and Gifted Children
- ❑ Higher Education
- ❑ Information Resources
- ❑ Junior Colleges
- ❑ Reading and Communication Skills
- ❑ Rural Education and Small Schools
- ❑ Science, Mathematics, and Environmental Education
- ❑ Social Studies/Social Science Education

In addition to the clearinghouses, four support units of the ERIC System are the ERIC Processing and Reference Facility, ERIC Document Reproduction Service, Oryx Press, and the newly established ACCESS ERIC. Through the ERIC Document Reproduction Service (EDRS), libraries, educational institutions, and other information service providers buy more than 12 million microfiche on a subscription basis annually.

Central ERIC is a division within the Office of Educational Research and Improvement of the U.S. Department of Education. This office supports ERIC, which—along with its 16 clearinghouses—answers more than 115,000 inquiries annually.

For further information on ACCESS ERIC, call 1–800–USE–ERIC or write to—

ACCESS ERIC
1600 Research Boulevard, Mail Stop 3C
Rockville, MD 20850

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tear off

ERIC

To receive ACCESS ERIC information and get on our mailing list, fill out and return the attached form.

Name _____

Title _____

Organization _____

Street _____

City _____ State _____ ZIP _____

Phone (____) _____

From: _____

ERIC

DOCUMENT REPRODUCTION SERVICE

3900 WHEELER AVE., ALEXANDRIA, VA 22304-6409

EDRS

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Annual RIE Plus

EDRS offers annual cumulations of RIE on microfiche for each year 1966 through the last full year. Produced via computer-output-microfilm techniques from the ERIC tapes, this product includes: resumes, subject index, author index, title index, descriptors and identifiers.

YEAR	PRICE	YEAR	PRICE
1966	$1.00	1977	$6.25
1967	1.50	1978	6.75
1968	4.00	1979	7.25
1969	4.25	1980	6.75
1970	4.25	1981	6.50
1971	5.00	1982	8.00
1972	5.00	1983	8.00
1973	5.75	1984	8.00
1974	6.00	1985	9.00
1975	6.25	1986	9.00
1976	7.00	1987	9.00
		1988	10.10

Also Available on Microfiche the Monthly RIE

The current issue of Resources In Education on microfiche is now included in the monthly shipment to standing order customers. These provide immediate access to the new fiche without waiting for the paper copy of RIE to arrive.

Additional sets of the monthly RIE on microfiche may be purchased for placement in different locations to aid users in using the ERIC database. Available at $2.00 per monthly set.

May 1989

A Guide To

ERIC®

MICROFICHE INDEXES

1966-1988

Your Access to the ERIC Database

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Current ERIC Indexes Available on Microfiche

(All indexes are cumulative from the beginning of ERIC (1966) through the last full year and cover Resources in Education (RIE) only.)

RIE Title Index (Cumulative).

The RIE Cumulative Title Index is an alphabetical listing of all ERIC document titles. Each entry includes title, level of availability, publication date, ED number, number of pages, number of microfiche.

RIE Author Index (Cumulative).

The RIE Cumulative Author Index provides access by author name. Each entry includes author, title, level of availability, ED number, number of pages, number of microfiche.

RIE Subject Index (Cumulative).

The RIE Subject Index lists the titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects conform to those in the Thesaurus of ERIC Descriptors and the Identifier Authority List.

RIE Institution Index (Cumulative).

The RIE Institution Index lists the titles of the ERIC documents under the name of the institution responsible for their development or sponsorship.

RIE Descriptor Usage Report (Cumulative).

The RIE Descriptor Usage Report is a cumulative index of both the major and minor Descriptors (index terms from the Thesaurus) used in RIE.

Each term is followed by ED accession number to which it applies. Major usages are indicated by an asterisk.

RIE Identifier Usage Report (Cumulative).

The RIE Identifier Usage Report is a cumulative index of both the major and minor Identifiers (additional Indexing terms) used in RIE.

Each term is followed by the ED accession number to which it applies. Major usages are indicated by an asterisk.

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ERIC Microfiche Indexes Order Form 1966-1988

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Title Index 1966-1988	42		8.11	
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Institution Index 1966-1988	48		8.96	
Subject Index 1966-1988	226		35.00	
RIE Descriptors 1966-1988	34		6.96	
RIE Identifiers 1966-1988	22		5.25	
Annual RIE 1988	56		10.10	
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In Virginia Call (703) 823-0500
No Foreign Phone Orders Accepted

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ERIC — A General Description 1

ERIC stands for the Educational Resources Information Center, an information system in existence since 1966 and currently sponsored by the Office of Educational Research and Improvement, within the U.S. Department of Education.

ERIC is designed to provide users with ready access to the English-language literature dealing with education. It does this through a variety of products and services, many of which are described in this brochure e.g., databases, abstract journals, microfiche, computer searches, online access, document reproductions, analyses and syntheses, etc.

Organizationally ERIC consists of a central Government office (establishing policy, funding, and monitoring the entire system); sixteen subject-specialized "Clearinghouses" (collecting and analyzing the literature and producing information products); a central editorial and computer facility (maintaining the database and preparing the abstract journal ***Resources in Education*** **(RIE)** and other products); a central "ERIC Document Reproduction Service" (preparing microfiche and document reproductions); a commercial publisher (publishing ***Current Index to Journals in Education*** **(CIJE)**, the ERIC Thesaurus, and other ERIC publications); and an outreach and referral arm called ACCESS ERIC. Full names and addresses for all the components of ERIC appear elsewhere in this brochure.

This brochure provides users with an introduction to what ERIC is and what it offers, and also serves as a quick reference source answering a wide variety of everyday questions about ERIC that users commonly have. A wealth of information is packed into a relatively small space and we hope that it is information that will prove useful to you.

Contents

1 ERIC — A General Description
2 The Organizations That Make Up ERIC
3 Major ERIC Products
4 Document Delivery
5 Microfiche Collections
6 Computerized Searching and Retrieval
7 Search Services
8 Question-Answering Services
9 Clearinghouse Publications
10 How To Submit Documents to ERIC

The Organizations That Make Up ERIC 2

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)
Washington, DC 20208-5720
Telephone: (202) 357-6289

Clearinghouses

Adult, Career, and Vocational Education (CE)
Ohio State University
1900 Kenny Road
Columbus, Ohio 43210-1090
Telephone: (614) 292-4353
(800) 848-4815

Counseling and Personnel Services (CG)
University of Michigan
School of Education, Room 2108
610 East University Street
Ann Arbor, Michigan 48109-1259
Telephone: (313) 764-9492

Educational Management (EA)
University of Oregon
1787 Agate Street
Eugene, Oregon 97403-5207
Telephone: (503) 686-5043

Elementary and Early Childhood Education (PS)
University of Illinois
College of Education
805 W. Pennsylvania Ave.
Urbana, Illinois 61801-4897
Telephone: (217) 333-1386

Handicapped and Gifted Children (EC)
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091-1589
Telephone: (703) 620-3660

Higher Education (HE)
George Washington University
One Dupont Circle, N.W., Suite 630
Washington, D.C. 20036-1183
Telephone: (202) 296-2597

Information Resources (IR)
Syracuse University
Huntington Hall, Room 030
Syracuse, New York 13244-2340
Telephone: (315) 443-3640

Junior Colleges (JC)
University of California (UCLA)
Math Sciences Bldg, Room 8118
405 Hilgard Avenue
Los Angeles, California
90024-1564
Telephone: (213) 825-3931

Languages and Linguistics (FL)
Center for Applied Linguistics
1118 22nd Street, N.W.
Washington, D.C. 20037-0037
Telephone: (202) 429-9551

Reading and Communication Skills (CS)
Indiana University
Smith Research Center, Suite 150
2805 East 10th Street
Bloomington, Indiana 47408-2373
Telephone: (812) 855-5847

Rural Education and Small Schools (RC)
Appalachia Educational Laboratory
1031 Quarrier Street
P.O. Box 1348
Charleston, West Virginia
25325-1348
Telephone: (304) 347-0400
(800) 624-9120

Science, Mathematics, and Environmental Education (SE
Ohio State University
1200 Chambers Road, Third Floor
Columbus, Ohio 43212-1792
Telephone: (614) 292-6717

Social Studies/Social Science Education (SO)
Indiana University
Social Studies Development Center
2805 East 10th Street
Bloomington, Indiana 47408-2373
Telephone: (812) 855-3838

Teacher Education (SP)
American Association of Colleges for Teacher Education
One Dupont Circle, N.W., Suite 610
Washington, D.C. 20036-2412
Telephone: (202) 293-2450

Tests, Measurement, and Evaluation (TM)
American Institutes for Research (AIR)
Washington Research Center
3333 K Street, N.W.
Washington, D.C. 20007-3893
Telephone: (202) 342-5060

Urban Education (UD
Teachers College, Columbia Univ.
Institute for Urban and Minority Ed.
Main Hall, Room 300, Box 40
525 West 120th Street
New York, New York 10027-9998
Telephone: (212) 678-3433

Support Organizations

ERIC Document Reproduction Service *(EDRS)*
3900 Wheeler Avenue
Alexandria, Virginia 22304-6409
Telephone: (800) 227-ERIC (3742)
(703) 823-0500

ERIC Processing and Reference Facility
2440 Research Boulevard, Suite 550
Rockville, MD 20850-3238
Telephone: (301) 590-1420

Oryx Press
2214 North Central Ave. at Encanto
Phoenix, Arizona 85004-1483
Telephone: (602) 254-6156
(800) 457-6799

ACCESS ERIC
1600 Research Boulevard
Rockville, Maryland 20850-3166
Telephone: (301) 251-5486
(800) USE-ERIC

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Major ERIC Products 3

The information available from ERIC is disseminated in a variety of products. This panel lists the various products and indicates where each can be obtained. Detailed addresses of the sources can be found in this brochure under the heading "The Organizations That Make Up ERIC."

PRODUCT	SOURCE
Abstract Journals	
• *Resources in Education* (RIE) (Announcing Documents)	U.S. Government Printing Office (GPO) Washington, D.C. 20402 ($66/year domestic; $82.50 foreign)
• *Current Index to Journals in Education* (CIJE) (Announcing Journal Articles)	Oryx Press ($207/year)
Microfiche 4"x 6" microfiche of documents announced in RIE. Available on subscription or on-demand. Back collections available.	ERIC Document Reproduction Service (EDRS) Annual subscriptions: approx. $1,300 (approx. 16,000 fiche) Titles: $0.85 (1-5 fiche)
Magnetic Tapes (ERICTAPES) Computer-compatible tapes containing the contents of RIE and CIJE and the related authority files and inverted files. Available on subscription or on demand.	ERIC Facility (Write for price list)
ERIC Clearinghouse Publications State-of-the-art reports; interpretive summaries; syntheses; digests; etc.	Specific ERIC Clearinghouses
Computer Searches	
• Complex searches by computer of the ERIC files, negotiated with the supplier and provided to the user in the form of printouts.	Please consult *Directory of ERIC Information Service Providers* (approximately 900 locations, geographically arranged), available from ERIC Facility.
• Online access, searching, retrieval from ERIC files via computer terminal.	Online vendors: BRS, DIALOG, ORBIT See *Online Retrieval* panel for addresses.
• ERIC on CD-ROM, microcomputer-based, stand-alone retrieval systems	CD-ROM vendors: DIALOG, OCLC, SilverPlatter. See *Search Services* panel for addresses.
ERICTOOLS Various printed indexes and other tools produced for the benefit of those working closely with the ERIC files. e.g., *Title Index, Identifier Authority List.*	ERIC Facility (Write for price list)
Thesaurus of ERIC Descriptors The master list of approved Descriptors (index terms) used by the ERIC system, with a complete cross-reference structure and rotated and hierarchical displays.	Oryx Press (Price varies with edition; 11th edition, 1987; $65).
Computer-Output-Microform (COM)	
• Cumulative title, subject, institution, and author indexes for RIE • *Descriptor and Identifier Usage Reports* for RIE. • RIE resume cumulations from 1966 to present.	EDRS (Write for price list)
Document Reproductions	
• Paper copy reproductions of documents announced in RIE.	ERIC Document Reproduction Service (EDRS) ($2.00 for each 1-25 page increment)
• Paper copy reproductions of journal articles announced in CIJE.	University Microfilms International, Article Clearinghouse, 300 N. Zeeb Road, Ann Arbor, MI 48106. Institute for Scientific Information, Genuine Article Service, 3501 Market Street, Philadelphia, PA 19104 (Several journal article copy services exist of which the above are major examples)

Document Delivery 4

ERIC is notable among information systems in providing for reproductions of the documents and journal articles announced in its abstract journals RIE and CIJE.

Documents:

ERIC obtains permission from authors and producers to reproduce approximately 98% of the documents currently announced in RIE. This means that in a monthly issue announcing 1,000 documents, some 980 documents are microfilmed and made available to users in either microfiche or paper copy reproductions. Alternative availability instructions are always cited for the small number of items ERIC cannot make available.

The document delivery arm of ERIC is the ERIC Document Reproduction Service (EDRS). EDRS sells subscriptions to the total set of ERIC microfiche at a rate of 9.1¢ per fiche card. EDRS also sells microfiche copies and paper copies of documents on an on-demand basis. On-demand microfiche cost $0.85 per title (up to 5 fiche cards) and $0.17 for each additional fiche card required. On-demand paper copies cost $2.00 for 1-25 pages and $2.00 for each additional 25 pages required. For current prices, always consult the most recent edition of RIE.

For order forms and ordering instructions contact:

ERIC Document Reproduction Service (EDRS)
3900 Wheeler Avenue
Alexandria, Virginia 22304
Telephone: (703) 823-0500
(800) 227-ERIC (3742)
(703) 823-0505 (FAX Orders)
(703) 823-0504 (Online Orders)

Journals:

It is more difficult to provide copies of the journal articles announced in CIJE because of copyright restrictions on the original journals. However, several organizations provide reprint services and have made arrangements to reimburse the original publishers appropriately. Among these are: (1) University Microfilms International (Article Clearinghouse), 300 North Zeeb Road, Ann Arbor, Michigan 48106, Tel.; (800) 732-0616; (2) Institute for Scientific Information, Genuine Article Service, 3501 Market Street, Philadelphia, Pennsylvania 19104, Tel.: (800) 523-1850.

For those journals that do not permit reprints, it may be necessary to consult an original issue of the journal in your local university or public library. Some service organizations maintain relatively complete collections of the journals indexed by CIJE.

Microfiche Collections 5

Microfiche (MF) of the documents announced in *Resources in Education* may be obtained on a monthly subscription basis from the ERIC Document Reproduction Service (EDRS). When purchased in this way, the price is a very economical 9.1¢ per microfiche card. The table below displays for each calendar year the accession number range, total titles, total microfiche cards, and current price (based on 8.5¢ per card for prior years).

Year	Accession Range	Documents Filmed	Total MF Cards	Price
1966-1967	ED-010 000 - ED-012 348	2,347	4,426	$ 376.21
1968	ED-012 349 - ED-021 151	6,946	13,679	1,162.72
1969	ED-021 152 - ED-031 604	8,331	15,899	1,351.42
1970	ED-031 605 - ED-042 060	8,448	16,188	1,375.98
1971	ED-042 061 - ED-054 390	9,728	18,893	1,605.91
1972	ED-054 391 - ED-066 620	10,079	19,555	1,662.18
1973	ED-066 621 - ED-080 787	11,623	17,031	1,447.64
1974	ED-080 788 - ED-095 253	12,175	17,800	1,513.00
1975	ED-095 254 - ED-110 594	13,390	19,938	1,694.73
1976	ED-110 595 - ED-127 413	14,660	20,891	1,775.74
1977	ED-127 414 - ED-142 684	13,842	19,911	1,692.44
1978	ED-142 685 - ED-157 987	14,196	20,689	1,758.57
1979	ED-157 988 - ED-174 743	15,816	22,378	1,902.13
1980	ED-174 744 - ED-190 736	15,436	22,645	1,924.83
1981	ED-190 737 - ED-205 670	14,459	21,233	1,804.81
1982	ED-205 671 - ED-219 495	13,203	19,213	1,633.11
1983	ED-219 496 - ED-233 122	13,099	18,772	1,595.62
1984	ED-233 123 - ED-247 369	13,977	19,651	1,670.34
1985	ED-247 370 - ED-260 172	12,609	17,636	1,499.06
1986	ED-260 173 - ED-272 646	12,220	16,630	1,413.55
1987	ED-272 647 - ED-284 955	12,069	16,264	1,382.44
1988	ED-284 956 - ED-297 084	12,129	16,322	1,387.39
	TOTAL	260,524	395,644	$33,629.74

Approximately 800 organizations currently subscribe to complete ERIC microfiche collections. In addition, several organizations, while not currently subscribing, have substantial ERIC microfiche collections in their possession. All such organizations are listed in the ***Directory of ERIC Information Service Providers.*** This reference tool is arranged geographically in order to facilitate referral of users to the closest possible microfiche service point. Each entry in the *Directory* provides the address, telephone number, contact person, collection status, and services provided. (See the "Search Services" panel for a sample entry).

The *Directory of ERIC Information Service Providers* can be obtained free of charge from any ERIC component.

Computerized Searching and Retrieval 6

The ERIC database (both RIE and CIJE components) can be searched by computer via all three of the major vendors of online retrieval services (BRS, DIALOG, and ORBIT) and all three of the major vendors of CD-ROM retrieval services (DIALOG, OCLC, and SilverPlatter). ERIC was one of the very first bibliographic databases to take advantage of these advanced technologies.

Individuals and organizations wishing to search ERIC online need only the following:

- a computer terminal (that can link by phone with the online vendor's computer),
- an open purchase order with one or more vendors (you pay only for what you use).

Searching ERIC by CD-ROM requires only:

- a CD-ROM disk drive and a microcomputer, connected to each other (hardware specifications vary by vendor),
- a subscription to the ERIC database on CD-ROM disks (usually updated quarterly)

Computer searching is a superior way to perform retrieval for the following reasons:

- You get responses back in real time, while you wait.
- You can search both subject matter and non-subject matter fields, e.g., authors, institutions.
- You can make complex logical demands that your output must meet; requirements more complex than you can apply manually.
- You get to interact with the computer and can adjust your requirements as you see what the computer selects.
- You can search both controlled input fields (e.g., index terms selected from a thesaurus) and free text fields (e.g., words in the abstract). Free text fields are not normally searchable manually.

In order to establish your own computer searching capability, contact one or more of the vendors listed alphabetically below. Each vendor offers different retrieval software, command structure, and training and user support facilities. You should choose the one best fitted for your particular needs.

ONLINE VENDORS

BRS Information Technologies
1200 Route 7
Latham, New York 12110
Telephone: (518) 783-1161, (800) 468-0908

DIALOG Information Services
3460 Hillview Avenue
Palto Alto, California 94304
Telephone: (415) 858-3810, (800) 334-2564

ORBIT Search Service
800 Westpark Drive
McLean, Virginia 22102
Telephone: (703) 442-0900, (800)456-7248

CD-ROM VENDORS

DIALOG Information Services
(For address see under Online Vendors)

OCLC (Online Computer Library Center)
6565 Frantz Road
Dublin, Ohio 43017-0702
Telephone: (614) 764-6000
(800) 848-5878 (X6287)

SilverPlatter Information Services
37 Walnut Street
Wellesley Hills, Massachusetts 02181
Telephone: (617) 239-0306, (800) 343-0064

Search Services 7

The ERIC database (consisting of both RIE and CIJE data) is one of the most widely searched and heavily used bibliographic databases in the world today. Approximately 50 organizations all over the world (including all the major online and CD-ROM vendors) purchase the ERIC tapes and provide computerized access to them. Via these primary sources, several hundred service centers that provide computer searches of ERIC to various classes of users can be identified. The *Directory of ERIC Information Service Providers* attempts to identify these sources and to provide complete entries describing the address, telephone number, contact person, clientele served, ERIC collection status, equipment available, and services provided (including search system used). The 1986 *Directory* lists approximately 900 service points. It is estimated that over 450,000 computer searches are made of the ERIC file each year by these service centers and other users combined.

Displayed below is a typical entry from the *Directory of ERIC Information Service Providers.*

San Mateo Educational Resources Center (SMERC)
San Mateo County Office of Education
333 Main Street
Redwood City, CA 94063

Communications:	(415) 363-5470
Contact:	Mary Moray, Coordinator, Reference Services
Clientele:	San Mateo County public school employees;
Collection:	RIE (1966-); CIJE (1969-); Thesaurus (11th, 1987); ERICTOOLS; Microfiche 1966-); Clearinghouse publications
Equipment:	MF Reader, MF Reader/Printer; MF Duplicator, Office copier, Microcomputer, Computer terminal
Services:	PC reproduction; MF duplication; Search services (online; DIALOG)

If you would like to be listed in the next edition of the *Directory,* please request a questionnaire from the ERIC Facility. If you would like a free copy of the *Directory*, write or call the ERIC Facility. Multiple copies are available for use with conferences, seminars, classes, etc.

Question-Answering Services 8

Within the ERIC system, subject expertise resides primarily within the various specialized ERIC Clearinghouses. Questions that involve answers to substantive matters are therefore best directed to the particular Clearinghouse whose scope includes the area covered by the question. From this brochure, Clearinghouse scopes can be determined only from their names; however, there is a single-page flyer available from the ERIC Processing and Reference Facility that contains detailed scope notes for each Clearinghouse.

In the course of a year, all the ERIC components combined answer more than 100,000 written and telephoned inquiries from users. Many of these inquiries are requests involving identification of specific documents and can be answered fairly rapidly and simply. (This type of request is best directed to the ERIC Facility). Many other requests, however, involve some level of subject expertise in the development of a customized response. ERIC Clearinghouses will accept such questions in their subject areas. For inquiries involving computer searches, cost recovery is normally sought. Referrals to other organizations where computer searches or other information services may be purchased are also made, as appropriate. In summary:

- **Specific Documents**
  Requests to identify (and determine availability and price for) specific documents (including OERI publications) that are needed should normally be directed to the ERIC Processing and Reference Facility.
- **Subject-Oriented Questions**
  Requests to answer subject-oriented questions should be directed to the particular ERIC Clearinghouse most closely associated with the subject matter involved.
- **Computer Searches**
  Requests known in advance to require a computer search should be directed to the most appropriate service point, as determined from the *Directory of ERIC Information Service Providers* (listing approximately 900 service points nationwide).
- **ERIC Clearinghouse Publications**
  Requests for specific publications of the ERIC Clearinghouses should be directed to the Clearinghouse that prepared the document. (Clearinghouses often have stocks of printed copies that are either available free or that cost less than reproduced copies from the ERIC Document Reproduction Service.)
- **Questions About ERIC**
  Questions about the ERIC system or ERIC products should be directed to ACCESS ERIC (Tel.: (800) USE-ERIC).

Clearinghouse Publications 9

What are ERIC Clearinghouse Publications?

In addition to collecting the literature of education for announcement in RIE and CIJE, the ERIC Clearinghouses analyze and synthesize the literature into research reviews, knowledge syntheses, state-of-the-art studies, digests, interpretive studies on topics of high current interest, and many similar documents designed to compress the vast amount of information available and to meet the needs of ERIC users. These products constitute new contributions to the literature.

How are ERIC Clearinghouse Publications Available?

ERIC Clearinghouse publications are issued by the individual ERIC Clearinghouses responsible for producing them. As long as stocks last, original copies are usually available directly from the responsible Clearinghouse. In addition, ERIC Clearinghouse publications are announced in RIE, if appropriate. When announced in RIE, they are contained in all ERIC microfiche collections and may be ordered in microfiche or paper copy from: ERIC Document Reproduction Service (EDRS), 3900 Wheeler Avenue, Alexandria, Virginia 22304. Full ordering details and current prices are to be found in RIE.

Bibliographies and Indexes of ERIC Clearinghouse Publications

Periodically, ERIC prepares bibliographies of its Clearinghouse publications. All items in the series to date are listed below.

Accession Number of Bibliography	Size	Period Covered	Number of Items
ED - 029 161	24 p.	1968	149
ED - 034 089	34 p.	1969	240
ED - 041 598	47 p.	1970	366
ED - 054 827	54 p.	1971	416
ED - 077 512	55 p.	1972	415
ED - 087 411	74 p.	1973	396
ED - 126 856	144 p.	1974-1975	534
ED - 168 608	168 p.	1975-1977	600
ED - 180 499	74 p.	1978	211
ED - 191 502	58 p.	1979	159
ED - 208 882	64 p.	1980	176
ED - 224 505	72 p.	1981	173
ED - 237 098	77 p.	1982	181
ED - 246 919	52 p.	1983	117
ED - 261 711	61 p.	1984	142
ED - 271 125	72 p.	1985	176
ED - 283 535	89 p.	1986	229
ED - 295 685	86 p.	1987	239
ED -	p.	1988	284
Total ERIC Clearinghouse Publications (1968-1988)			5203

How to Submit Documents to ERIC 10

Where to Send Documents

Documents usually enter the ERIC system through one of two ways:

They may be sent to the Clearinghouse most closely related to their subject matter. (A list of the Clearinghouses and their addresses appears in this brochure.) Material is expedited if it is directed to the attention of "Acquisitions."

If it is uncertain which Clearinghouse is appropriate, materials may be sent to the following address:

ERIC Processing and Reference Facility
Acquisitions Department
2440 Research Boulevard, Suite 550
Rockville, Maryland 20850-3238

The ERIC Facility will forward all submissions to the appropriate ERIC Clearinghouse.

What Kinds of Documents to Send

ERIC would like to be given the opportunity to examine virtually any document dealing with education or its aspects. The ERIC audience is so broad (encompassing teachers, administrators, school board members, librarians, researchers, media specialists, students and their parents, counselors, and every other type of educator or educational practitioner) that it must collect a wide variety of documentation in order to satisfy its users. Examples of types of materials collected are the following:

- Research Reports/Technical Reports
- Program/Project Descriptions
- Opinion Papers, Essays, Position Papers
- Monographs, Treatises
- Speeches and Presentations
- Evaluation Studies
- Feasibility Studies
- State-of-the-Art Studies
- Instructional Materials
- Classroom Materials
- Syllabi
- Teaching Guides
- Resource Guides
- Manuals
- Handbooks
- Curriculum Materials
- Conference Papers
- Proceedings
- Bibliographies, Annotated Bibliographies
- Legislation and Regulations
- Tests, Questionnaires, Measurement Devices
- Vocabularies, Dictionaries, Glossaries, Thesauri
- Statistical Compilations
- Taxonomies and Classifications
- Dissertations

List of ERIC Network Components

CLEARINGHOUSES

Adult, Career, and Vocational Education (CE)
Ohio State University
1900 Kenny Road
Columbus, Ohio 43210-1090
Telephone: (614) 292-4353

Counseling and Personnel Services (CG)
University of Michigan
School of Education, Room 2108
610 East University Street
Ann Arbor, Michigan 48109-1259
Telephone: (313) 764-9492

Educational Management (EA)
University of Oregon
1787 Agate Street
Eugene, Oregon 97403-5207
Telephone: (503) 686-5043

Elementary and Early Childhood Education (PS)
University of Illinois
College of Education
805 W. Pennsylvania Ave.
Urbana, Illinois 61801-4897
Telephone: (217) 333-1386

Handicapped and Gifted Children (EC)
Council for Exceptional Children (CE)
1920 Association Drive
Reston, Virginia 22091-1589
Telephone: (703) 620-3660

Higher Education (HE)
George Washington University
One Dupont Circle, N.W., Suite 630
Washington, D.C. 20036-1183
Telephone: (202) 296-2597

Information Resources (IR)
Syracuse University
Huntington Hall, Room 030
150 Marshall Street
Syracuse, New York 13244-2340
Telephone: (315) 443-3640

Junior Colleges (JC)
University of California (UCLA)
Math Sciences Bldg, Room 8118
405 Hilgard Avenue
Los Angeles, California 90024-1564
Telephone: (213) 825-3931

Languages and Linguistics (FL)
Center for Applied Linguistics (CAL)
1118 22nd Street, N.W.
Washington, D.C. 20037-0037
Telephone: (202) 429-9551

Reading and Communication Skills (CS)
Indiana University
Smith Research Center, Suite 150
2805 East 10th Street
Bloomington, Indiana 47408-2373
Telephone: (812) 855-5847

Rural Education and Small Schools (RC)
Appalachia Educational Laboratory
1031 Quarrier Street
P.O. Box 1348
Charleston, West Virginia 25325-1348
Telephone: (800) 624-9120

Science, Mathematics, and Environmental Education (SE)
Ohio State University
1200 Chambers Road, Third Floor
Columbus, Ohio 43212-1792
Telephone: (614) 292-6717

Social Studies/Social Science Education (SO)
Indiana University
Social Studies Development Center
2805 East 10th Street
Bloomington, Indiana 47408-2373
Telephone: (812) 855-3838

Teacher Education (SP)
American Association of Colleges for Teacher Education
One Dupont Circle, N.W., Suite 610
Washington, D.C. 20036-2412
Telephone: (202) 293-2450

Tests, Measurement, and Evaluation (TM)
American Institutes for Research (AIR)
Washington Research Center
3333 K Street, N.W.
Washington, D.C. 20007-3893
Telephone: (202) 342-5060

Urban Education (UD)
Teachers College, Columbia Univ.
Institute for Urban and Minority Ed.
Main Hall, Room 300, Box 40
525 West 120th Street
New York, New York 10027-9998
Telephone: (212) 678-3433

Educational Resources Information Center (Central ERIC)
U.S. Department of Education
Washington, D.C. 20208-5720
Telephone: (202) 357-6289

ERIC Document Reproduction Service (EDRS)
3900 Wheeler Avenue
Alexandria, Virginia 22304-6409
Telephone: (703) 823-0500
(800) 227-3742 (ERIC)

ERIC Processing and Reference Facility
2440 Research Boulevard, Suite 550
Rockville, MD 20850-3238
Telephone: (301) 590-1420

Oryx Press
2214 North Central Ave. at Encanto
Phoenix, Arizona 85004-1483
Telephone: (602) 254-6156
(800) 457-6799

ACCESS ERIC
1600 Research Boulevard
Rockville, Maryland 20850-3166
Telephone: (301) 251-5486
(800) USE-ERIC

Submitting Documents to

EDUCATIONAL RESOURCES INFORMATION CENTER

Office of Educational Research and Improvement
U.S. Department of Education

Introduction

This brochure describes how to submit documents to the Educational Resources Information Center (ERIC) and is intended to solicit such submissions from individuals and organizations.

Provided, in sequence, are: (1) a brief description of the ERIC system, (2) a list of the many advantages of having a document accepted by ERIC, (3) information on the kinds of documents ERIC is seeking, (4) an outline of the selection criteria that are applied to incoming documents, and (5) where to send the documents so that they will receive proper consideration.

The ERIC system and its abstract journal *Resources in Education (RIE)* are dependent on the flow of education-related documents from authors and institutions to its Clearinghouses and other facilities. Only through the cooperation of document generators and producers can ERIC achieve its goal of comprehensive bibliographic coverage of the literature of education in the United States.

ERIC: a Brief Description

The Educational Resources Information Center (ERIC) is a decentralized nationwide network, sponsored by the U.S. Department of Education, and designed to collect educational documents and to make them available to teachers, administrators, researchers, students, and other interested persons. ERIC publishes a monthly abstract journal, *Resources in Education (RIE)*, which announces all documents that are acquired by ERIC and that pass its selection criteria. ERIC attempts comprehensive coverage of recently completed significant documents dealing with education.

Documents announced in RIE (except for some copyrighted materials) can be purchased in microfiche or reproduced paper copy from the ERIC Document Reproduction Service (EDRS). EDRS sends complete sets of ERIC documents on microfiche to over 800 standing order customers in this country and abroad. All documents announced in RIE must be available to the public, either through EDRS or through a clearly specifiable alternative source.

In addition to the manual access provided by RIE, the ERIC database is also accessible at many locations via computer searches of ERIC magnetic tapes. The major vendors of online and compact disk retrieval services all provide access to the ERIC database and help to make it one of the most popular and lowest cost databases offered.

ERIC accomplishes its objectives primarily through its sixteen subject-oriented Clearinghouses (located at non-profit institutions) and four commercial organizations. The addresses of these ERIC components appear at the end of this brochure.

Advantages of Having a Document In ERIC

Contributors of documents to ERIC can benefit in the following ways:

- ***Announcement***—Documents accepted by ERIC are announced to some 2,000 organizations receiving the abstract journal *Resources in Education (RIE)*.
- ***Publicity***—Organizations that wish to sell their own documents in original copies can have this availability (together with address and price information) announced to users in *RIE*, thus serving to publicize their product. After the document is sold out at the original source, it is then still available through EDRS, if permission to reproduce has been granted to ERIC. (Original copy prices, while the supply lasts, are generally less, and are therefore more attractive to users, than EDRS on-demand duplication prices).
- ***Dissemination***—Documents accepted by ERIC are reproduced on microfiche and distributed (at no cost to the contributor) to the more than 800 current subscribers to the ERIC microfiche collection.
- ***Retrievability***—The bibliographic descriptions developed by ERIC are retrievable by the thousands of subscribers to the online database retrieval services (offered by commercial vendors such as BRS, DIALOG, and ORBIT). In addition to the above outlets, there are thousands of locations offering computer searches of ERIC based on either compact disk (CD-ROM) systems (offered by DIALOG, OCLC, and SilverPlatter) or other local systems.
- ***Always "In Print"***—The presence of a master microfiche at EDRS, from which copies can be made on an on-demand basis, means that ERIC documents are constantly available and never go *"out of print."* Persons requesting copies from an original source can always be referred to ERIC. This archival function may either relieve the source of a distribution burden or may solve the availability problem when the source's supply has been exhausted.

In addition to the above very concrete advantages, submission of a document to ERIC reduces the overall likelihood of overlap, redundancy, and duplication of effort. It increases the probability that the results reported in the document will be available to and used in subsequent efforts.

To encourage submission, ERIC offers to send contributors notice of document disposition, giving the ED identification number (for ordering purposes) of those documents selected for *RIE*.

There are no fees to pay in submitting documents to ERIC, nor does ERIC pay any royalties for material it accepts. Other than a statement concerning permission to reproduce, there are no forms to complete.

Additionally, ERIC will send a complimentary microfiche to each contributor when the document is announced in *RIE*.

Selection Criteria Employed by ERIC

- **QUALITY OF CONTENT**

All documents received are evaluated by subject experts against the following kinds of quality criteria: contribution to knowledge, significance, relevance, newness, innovativeness, effectiveness of presentation, thoroughness of reporting, relation to current priorities, timeliness, authority of source, intended audience, comprehensiveness.

- **LEGIBILITY AND REPRODUCIBILITY**

Documents may be type-set, typewritten, xeroxed, or otherwise duplicated. They must be legible and easily readable. Letters should be clearly formed and with sufficient contrast to the paper background to permit filming. Colored inks and colored papers can create serious reproduction problems. Standard 8½"x 11" size pages are preferred.

Two copies are desired, if possible: one for processing into the system and eventual filming, one for retention and possible use by the appropriate Clearinghouse while processing is going on. However, single copies are acceptable.

- **REPRODUCTION RELEASE** *(See Tear-Off Panel →)*

For each document submitted, ERIC is required to obtain a formal signed Reproduction Release form indicating whether or not ERIC may reproduce the document. A copy of the Release Form appears as a separable panel of this brochure. Additional Release Forms may be copied as needed or obtained from the ERIC Facility or any ERIC Clearinghouse. Items for which releases are not granted, or other non-reproducible items, will be considered for announcement only if they are noteworthy education documents available from a clearly specifiable source, and only if this information accompanies the document in some form.

Items that are accepted, and for which permission to reproduce has been granted, will be made available in microfiche only, or microfiche and reproduced paper copy, by the ERIC Document Reproduction Service (EDRS).

Where to Send Documents

Documents usually enter the ERIC system through one of two ways:

They may be sent to the Clearinghouse most closely related to their subject matter. A list of the Clearinghouses and their addresses appears at the end of this brochure. Material is expedited if it is directed to the attention of *"Acquisitions."*

If it is uncertain which Clearinghouse is appropriate, materials may be sent to the following address:

ERIC Processing and Reference Facility
Acquisitions Department
2440 Research Boulevard, Suite 550
Rockville, Maryland 20850-3238

The ERIC Facility will forward all submissions to the appropriate ERIC Clearinghouse for consideration and, if selected, processing.

U.S. DEPARTMENT OF EDUCATION

EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

REPRODUCTION RELEASE

I. DOCUMENT IDENTIFICATION

Title: _____

_____

Author(s): _____

Date: _____

II. REPRODUCTION RELEASE

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche and paper copy (or microfiche only) and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document. If reproduction release is granted, one of the following notices is affixed to the document.

Detach and complete this form and submit with your document.
This form may be copied as needed.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY	"PERMISSION TO REPRODUCE THIS MATERIAL IN **MICROFICHE** ONLY HAS BEEN GRANTED BY
(PERSONAL NAME OR ORGANIZATION NAME	(PERSONAL NAME OR ORGANIZATION NAME
TO BE FILLED IN BY APPROPRIATE CLEARINGHOUSE)	TO BE FILLED IN BY APPROPRIATE CLEARINGHOUSE)
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."	TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

If permission is granted to reproduce the identified document, please CHECK ONE of the options below and sign the release on the other side.

☐ Microfiche (4"x 6" film) **and** paper copy (8½"x 11") reproduction (level 1)

OR

☐ Microfiche (4"x 6" film) reproduction **only** (level 2)

Documents will be processed as indicated provided quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed in both microfiche and paper copy.

OVER

Signature Required

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce this document as indicated on the other side. Reproduction from the ERIC microfiche by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction of microfiche by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Signature: _____

Printed Name: _____

Organization: _____

_____

Position: _____

Address: _____

_____

Tel. No.: _____ Zip Code: _____

III. DOCUMENT AVAILABILITY INFORMATION

(Non-ERIC Source)

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents which cannot be made available through EDRS).

Publisher/Distributor: _____

_____

Address: _____

Price Per Copy: _____

Quantity Price: _____

IV. REFERRAL TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER

If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

_____

_____

_____

What Kinds of Documents to Send ERIC

ERIC would like to be given the opportunity to examine virtually any document dealing with education or its aspects. The ERIC audience is so broad (encompassing teachers, administrators, supervisors, librarians, researchers, media specialists, counselors, and every other type of educator, as well as students and parents) that it must collect a wide variety of documentation in order to satisfy its users. Examples of kinds of materials collected are the following:

- Research Reports/Technical Reports
- Program/Project Descriptions
- Opinion Papers, Essays, Position Papers
- Monographs, Treatises
- Speeches and Presentations
- Evaluation Studies
- Feasibility Studies
- State of the Art Studies
- Instructional Materials
- Syllabi
- Teaching Guides
- Resource Guides
- Manuals
- Handbooks
- Curriculum Materials
- Conference Papers
- Bibliographies, Annotated Bibliographies
- Legislation and Regulations
- Tests, Questionnaires, Measurement Devices
- Vocabularies, Dictionaries, Glossaries, Thesauri
- Statistical Compilations
- Taxonomies and Classifications
- Dissertations

ERIC does not accept non-print materials (such as films, filmstrips, videotapes, tapes, records, cassettes, etc.) not associated with a printed text. If there is an acceptable printed form, however, ERIC will refer the user to accompanying non-print components of a work as long as a source of availability for them can be cited.

A document does not have to be formally published to be entered into the ERIC database. In fact ERIC seeks out the unpublished or *"fugitive"* material not usually available through conventional library channels.

OVERSIGHT HEARING ON THE OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT (OERI)

HEARING

BEFORE THE

SUBCOMMITTEE ON SELECT EDUCATION

OF THE

COMMITTEE ON EDUCATION AND LABOR
HOUSE OF REPRESENTATIVES

ONE HUNDRED FIRST CONGRESS

FIRST SESSION

HEARING HELD IN WASHINGTON, DC, MARCH 9, 1989

Serial No. 101-13

Printed for the use of the Committee on Education and Labor

U.S. GOVERNMENT PRINTING OFFICE
98-553 WASHINGTON : 1989

For sale by the Superintendent of Documents, Congressional Sales Office
U.S. Government Printing Office, Washington, DC 20402

"The infrastructure consists of a network of 19 national educational centers and nine regional labs, an educational bibliographic retrieval system (ERIC) that is the envy of the world, and a highly successful program—the National Diffusion Network—for dissemination of validated programs on a national basis."

...(Remarks of Chairman Major Owens, p. 3)

ATTACHMENT 9
PAGE 1 OF 1

New Database Will Refer Users To Documents at ERIC Centers

WASHINGTON—The Education Department has completed plans for a new project aimed at making a broad array of educational research and information more accessible to the general public.

The department last month awarded a contract to Aspen Systems Corporation of Rockville, Md., to develop and operate a referral database that will direct users to information found in the 16 clearinghouses of the Educational Resources Information Center system, as well as other research.

The ERIC system currently has a database containing more than 650,000 documents and articles. It is available in more than 3,000 libraries and other locations.

But officials at the department's office of educational research and improvement, which oversees ERIC, said last week that the system needed to be made more usable for the public. They expressed hope that the new ACCESS ERIC would serve that purpose.

"We wanted an easier way for people who aren't sophisticated education researchers to use the database," said Robert Stonehill, ERIC's director. "We hope the new program will be a one-stop contact point for inexperienced users."

Aspen, which operates two other on-line referral databases, will receive nearly $400,000 in the first year of a three-year contract that could total more than $1.2 million, according to Mr. Stonehill. Three other firms also competed for the grant, he said.

A Starting Point

The database to be developed by Aspen will be considerably smaller than the huge ERIC system. Its goal will be to serve as a starting point for those looking for research on a specific topic.

Aspen also will establish a toll-free number for reference guidance for those who do not have a computer or who need help in using the database.

In addition, the ACCESS ERIC project will include public-information campaigns to make potential users more aware of the service. A periodical publication will be developed that will review the newest additions to the ERIC system, as well as research from across the field, Mr. Stonehill explained.

The idea for ACCESS ERIC surfaced nearly three years ago, when the department was taking an overall look at the federally funded network of clearinghouses. Directors of the centers, which catalog information by subject, suggested that a referral system was needed to make the database easier to use.

ACCESS ERIC, which will be the first component added to ERIC since it was established 22 years ago, is expected to be available to users by November. —R.R.W.

EDUCATION WEEK · JUNE 7, 1989

SilverPlatter®

Press Release
July 28, 1989

InfoTrac™ Links to MultiPlatter™

InfoTrac Reference Center computer workstations have been successfully linked to MultiPlatter Systems installed by SilverPlatter, SilverPlatter Information recently announced. SilverPlatter demonstrated this capability at the American Library Association conference this past June. The MultiPlatter and InfoTrac partnership is currently being tested in an academic library.

With MultiPlatter, libraries which have installed InfoTrac Reference Center Workstations now have the choice of expanding their access to CD-ROM databases offered through MultiPlatter. Linking the two systems makes it possible for the Reference Workstation to instantly recognize Reference Center databases installed on MultiPlatter, simplifying network installation. These databases appear on the Reference Workstation's standard menu display. Additionally, MultiPlatter facilitates CD-ROM collection management and improves access to CD-ROM databases. Usage is tracked by MultiPlatter Network Manager Software which provides valuable information for libraries with growing CD-ROM collections.

The successful integration of MultiPlatter and InfoTrac Reference Center workstations offers libraries a cooperative platform for accessing their CD-ROM collection through local workstations and a local area network. SilverPlatter's CD-ROM collection covers the fields of health sciences, safety and health, agriculture, business and technology, education, social sciences, and more. Furthermore, the search and retrieval software can be used with all SilverPlatter titles and search strategies and techniques learned for one database can be used with others.

For further information, please contact:

SilverPlatter Information, Inc.
37 Walnut Street
Wellesley Hills, MA 02181
TEL: 617-239-0306
FAX: 617-235-1715

Information Access Company
362 Lakeside Drive
Foster City, CA 94404
TEL: 415-378-5000
FAX: 415-378-5009

ERIC® DOCUMENT REPRODUCTION SERVICE
3900 WHEELER AVE. ALEXANDRIA, VA 22304-5110 1-800-227-3742
OPERATED BY
COMPUTER MICROFILM CORP.
703-823-0500
EDRS

CUSTOMER SERVICE REPORT

JUNE 1989

N E W

SOUTHWESTERN COLLEGE
MEMORIAL LIBRARY
100 COLLEGE STREET
WINFIELD, KS 67156-2499

ALLEGHENY COLLEGE
THE PELLETIER LIBRARY
MEADVILLE, PA 16335-3937

ALLENTOWN COLLEGE OF
ST. FRANCIS DE SALES
TREXLER LIBRARY
STATION AVENUE
CENTER VALLEY, PA 18034

CATHOLIC UNIV. OF PUERTO RICO
ENCARNACION VALDEZ LIBRARY
ORDER DEPARTMENT
PONCE, PR 00732

C A N C E L L E D

TEACHER EDUCATION CENTER
PROCESSING REFERENCE CENTER
1080 LABARON DRIVE
MIAMI SPRINGS, FL 33166

QUEENS BOROUGH PUBLIC LIBRARY
ACQUISITIONS DIVISION
89-11 MERRICK BLVD.,
JAMAICA, NY 11432

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703-823-0500
EDRS

CUSTOMER SERVICE REPORT

JULY 1989

N E W

THE ACQUISITIONS LIBRARIAN
INSTITUTE OF EDUCATION
469 BUKIT TIMAH ROAD
SINGAPORE 1025
REPUBLIC OF SINGAPORE

CHAPMAN COLLEGE
ATTN: LIBRARY
425 NO. ORANGE STREET
ORANGE, CA 92666

GRAND VIEW COLLEGE
LIBRARY
1351 GRANDVIEW AVENUE
DES MOINES, IA 50316

UNION UNIVERSITY
LIBRARY
2447 HIGHWAY 45 BYPASS
JACKSON, TN 38305

PASADENA INDEPENDENT SCH. DIST.
ATTN: MEDIA SERVICES
1515 CHERRYBROOK
PASADENA, TX 77502

R E N E W E D

WINSTON-SALEM STATE UNIVERSITY
O'KELLY LIBRARY
WINSTON-SALEM, NC 27110

DALLAS PUBLIC LIBRARY
PERIODICALS
1515 YOUNG STREET
DALLAS, TX 75201

SOUTHWEST TEXAS JUNIOR COLLEGE
LIBRARY
UVALDE, TX 78801

C A N C E L L E D

SAN DIEGO STATE UNIVERSITY
LIBRARY
SAN DIEGO, CA 92182

The Oryx Press
Suite 103
2214 North Central at Encanto
Phoenix Arizona 85004
(602) 254-6156

July 13, 1989

CIJE SOURCE JOURNAL INDEX UPDATE
FOR SEP89

Name Changes

HE International Journal of Institutional Management in Higher Education to Higher Education Management

The Oryx Press
Suite 103
2214 North Central at Encanto
Phoenix Arizona 85004
(602) 254-6156

July 31, 1989

CIJE SOURCE JOURNAL INDEX UPDATE
FOR OCT89

Name Changes

CE Lifelong Learning to Adult Learning

FAX: 602-253-2741 • Telex: 910-951-1333 • Cable Address: ORYXPHX • Alanet: ALA 0978 • Source: BCJ 387

*** CIJE MONTHLY REPORT - SEP89 I CIJE1 ***16:55:11 03 AUG 1989 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	111	29	10	1034
CG	178	17	23	1276
CS	251	29	7	1549
EA	93	12	3	965
EC	166	21	26	1334
FL	94	15	0	652
HE	169	22	0	1031
IR	138	29	14	1067
JC	23	4	0	217
PS	44	3	0	634
RC	56	4	2	398
SE	252	29	0	1617
SO	139	22	0	974
SP	69	9	2	601
TM	66	11	0	503
UD	84	14	0	462
GRAND TOTALS	1933	270	87	14314

ATTACHMENT 14
PAGE 1 OF 1

EAB ERIC® ADMINISTRATIVE BULLETIN

Volume: 13
Number: 9/10
Date: SEP/OCT 1989

Educational Resources Information Center, Office of Educational Research and Improvement, Washington, D.C. 20208

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2. Program Effectiveness Panel (PEP) Project Descriptions Considered for ERIC Database
   --Central ERIC Request for Comments
   --Processing Instructions (from ERIC Facility)

3. Adjunct ERIC Clearinghouse on Literacy Education (the first Adjunct)
   1 - Letter re: Funding, Sponsorship, Governance, etc.
   2 - Formal Announcement (For Use in Journals)
   3 - Extended Scope Note

4. U.S. Metric Association to Utilize Several Hundred ERIC Citations on Metric Education (exchange of letters)

5. *"The Role of OERI and Its Institutional Projects in Establishing an Effective Research, Development, and Dissemination Program"* (Proceedings of Symposium Held at May 1989 ERIC Directors Meeting)

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The ERIC Administrative Bulletin (EAB) is prepared by the ERIC Processing and Reference Facility on the basis of material submitted by all components of the ERIC system. EAB articles are reviewed and approved by Central ERIC before publication.

The EAB is intended to be the "journal" of the ERIC system and a major means for the decentralized components of ERIC to communicate and interact with one another. The EAB is also a permanent record reflecting most of the major events in the life of the ERIC system (such as personnel changes, Standing Order Customer changes, etc.) and providing in printed form essential documents (such as ERIC policy/priority statements, Clearinghouse scope statement modifications, ERIC Processing Manual revisions, etc.). Submissions to the EAB are to be sent (using the standard form) to your respective monitor.

ACTION ITEMS

ERIC DIRECTORS MEETING, OCTOBER 26-27, 1989---AGENDA (DRAFT)

The next ERIC Directors Meeting is being held at the Ballston Ramada Hotel at the Ballston Metro stop in Arlington, Virginia. A draft agenda is provided as **Attachment 1**. Planned highlights are luncheon remarks by Christopher Cross, the new OERI head, a presentation by UMI concerning the possible new *"Compact ERIC"* product, ERIC involvement in the upcoming White House Conference on Libraries and Information Science, ERIC's 25th Birthday (in 1991), and a major session devoted to ACCESS ERIC.

...Bob Stonehill (CERIC)

PROGRAM EFFECTIVENESS PANEL (PEP) PROJECT DESCRIPTIONS CONSIDERED FOR ERIC DATABASE

Central ERIC is considering the inclusion in ERIC of project descriptions for those projects validated by the Program Effectiveness Panel (PEP), (the new name for the old JDRP). A sample set of ten (10) project descriptions have been sent out to the appropriate Clearinghouses for comment. Comments are desired before any actual processing is initiated. If the consensus is to include such items in ERIC, there is a lode of some 300 additional projects on which to draw. The Central ERIC letters of transmission are provided as **Attachment 2**.

...Bob Stonehill (CERIC)

NETWORK NEWS

ERIC TECHNICAL STEERING COMMITTEE MEMBERSHIP FOR 1989-1990 ANNOUNCED

Central ERIC is pleased to announce the 1989-1990 membership of the ERIC Technical Steering Committee. Membership and terms of office are as follows:

REPRESENTATIVE		TERM EXPIRATION DATE
Jane Henson, Chair	(SO)	10/92
Anita Colby	(JC)	5/91
Jim Houston	(FAC)	OPEN
Paula Seidman	(ACC)	OPEN
Sandra Kerka	(CE)	10/92
Dianne Rothenberg	(PS)	10/92
Central ERIC Liaison: *Pat Coulter*		

...Pat Coulter (CERIC)

ADJUNCT ERIC CLEARINGHOUSE ON LITERACY EDUCATION (THE FIRST ADJUNCT)

The new Adjunct ERIC Clearinghouse on Literacy Education was inaugurated officially on September 13, 1989. As the first of (hopefully) several such adjunct operations, considerable attention is focused on the new entity and how it will be integrated with existing ERIC operations.

Attachment 3 consists of: (1) a letter from the Center for Applied Linguistics (CAL) explaining the funding and governance of the new organization; (2) a lengthy description of the clearinghouse. The statement attempts to clarify the coverage of the new adjunct as distinct from the existing coverage of literacy by both CS and CE; and (3) a formal announcement of the new organization, for use in professional journals.

...JoAnn Crandall
(Adjunct CH)

COMMITTEE ON APPROPRIATIONS PROVIDES HIGHER LEVEL OF FUNDING FOR ERIC FOR FY1990

In its Report 101-127 (dated September 13, 1989), the Senate Committee on Appropriations made ERIC a *"line item"* at the new higher rate of $6,650,000 for FY1990, an increase of $950,000. In addition, the following words were included on p.288 of the report:

> The Committee has provided $6,650,000 for the Educational Resources Information Center (ERIC) system. While the amount provided is the same as the amount requested by the administration, the Committee does not concur in the spending plan envisioned by the Secretary. The ERIC clearinghouses serve as an integral link between the public and the ERIC system. Yet, the expansion plan proposed by the Secretary does not provide an adequate level of resources to enhance the role of the clearinghouses within the system. Indeed, funding levels for the clearinghouses in the past have not been sufficient to allow them to maintain a steady level of capabilities. The Committee, therefore, directs the Secretary to revisit his plans for the expansion of ERIC and reallocate resources from other planned activities within ERIC in order to provide a significant boost in funding for the clearinghouses. The Committee expects to monitor the Secretary's actions in this regard.

Figure 1: Excerpted from Report 101-127 dated September 13, 1989, from the Senate Committee on Appropriations (p.288).

Congratulations are due to all of those who have argued and fought for such budgetary recognition for ERIC over the years.

...Judi Conrad (EC)

U.S. METRIC ASSOCIATION TO UTILIZE SEVERAL HUNDRED ERIC CITATIONS ON *"METRIC EDUCATION"*

A September 30 letter to ERIC from the U.S. Metric Association requests permission to use a large number of ERIC resumes (many provided to them by SE) in a planned major bibliography on *"Metric Education."* Such requests to ERIC are not unusual, but we were not aware of the immanency of the metric system in conducting Federal business and thought you might like to see this particular request. (See Attachment 4.)

...Ted Brandhorst (ERIC Facility)

THE ROLE OF OERI AND ITS INSTITUTIONAL PROJECTS IN ESTABLISHING AN EFFECTIVE RESEARCH, DEVELOPMENT, AND DISSEMINATION PROGRAM (PROCEEDINGS OF SYMPOSIUM HELD AT MAY 1989 ERIC DIRECTORS MEETING)

The May 1989 ERIC Directors Meeting opened with a symposium dealing with the larger subject of the effectiveness of the existing structure of the Government's educational RD&D system, i.e., the labs, centers, NCES, clearinghouses, and other contractors. The speakers assembled were a cross-section of major voices in the continuing debate: John Hollifield, David Crandall, Susan Fuhrman, Christopher Cross, Willis Hawley, Milton Goldberg, Nelson Smith, Emerson Eliot, Ray Fry, Sharon Horn.

The symposium proceedings (including an Executive Summary) have been prepared with unusual skill and clarity and are offered as Attachment 5.

...Sharon Horn (OERI)

NCHE CELEBRATES TWENTY YEARS AT *ONE DUPONT*

ERIC/HE joined the National Center for Higher Education (NCHE) to celebrate the NCHE building's twentieth anniversary this past June. The NCHE building, or as it is affectionately known, *One Dupont*, houses many of the offices of the major national higher education associations and Clearinghouses. One of the highlights of the afternoon was the singing of a song written by members of the American Council on Education Chorus entitled *"Oh, What a Beautiful Building,"* to the tune of *"Oh, What a Beautiful Morning,"* from the musical *Oklahoma!*

Spelman College President, Johnnetta B. Cole, was the keynote speaker at the luncheon sponsored by several higher education organizations. In her speech entitled *"Towards the Year 2009: The Next Twenty Years in American Education,"* she noted that, *"Learning to understand and respect differences may be the most pressing issue for 21st century education."* Dr. Cole challenged members of the higher education association community to alter college core curricula to include *"everyone's studies,"* adding also that, *"In the coming century we must find ways to bring our institutions of higher education the diversity that will strengthen us all."*

...Jan Burt (HE)

INDIANA UNIVERSITY COMPUTER SYSTEM TO MAKE ERIC DATABASE AVAILABLE TO FACULTY AND STUDENTS (WITH SO'S HELP)

At the request of Ann Bristow, the Acting Associate Dean for Public Services, Indiana University Libraries, ERIC/SO is in the process of assisting the Indiana University Computing Services with a project which will mount the ERIC database on the University's computer system. The database will be available for searching only by faculty and students.

...Jane Henson (SO)

RC---"CATCHING UP" WITH EAB NEWS

As many of you are aware, some Clearinghouses contribute more to the EAB than others. This is not necessarily because there is a disparity of material, but rather because the EAB doesn't always come to mind readily when a newsworthy event occurs.

We have been "beating the bushes" trying to rectify this situation and the RC Clearinghouse has been kind enough to respond with a long and detailed letter. Rather than fragment the letter, we have decided to offer it as a whole (see Attachment 6), so everyone can catch up on events at RC. In the absence of separate substantive articles, we would welcome similar letters from other Clearinghouses as well.

The topics covered by this letter are as follows:

- RC Provides Anecdotal Evidence (on tape) of Practical Value of ERIC-on-CD-ROM System
- RC Working on WordPerfect-Based System to Check Descriptor Spellings
- RC Developing "Tracking System" to Monitor Internal Document Flow
- RC to Receive Jonathan Sher's Collection of Rural Education Documents

...Kevin Arundel (CERIC)

BROCHURE ROUNDUP

ACCESS ERIC BROCHURE (FINAL VERSION, OCTOBER 1989)

The final version of the ACCESS ERIC basic brochure was distributed to ERIC system components in 50 copies each in October 1989. This brochure represents the final version of the preliminary brochure first shown in the EAB issue of July/August, 1989.

An accompanying letter of transmittal from Sam Fustukjian (ACCESS ERIC Director) urges recipients to use the brochure in

all situations involving a referral to or explanation of ACCESS ERIC. The brochure is notable in its heavy emphasis on the new toll-free telephone number 1-800-USE-ERIC. (See Attachment 7.)

...*ACCESS ERIC*

STUDENT FINANCIAL AID INFORMATION PACKET (BY HE)

Every ERIC component receives its share of requests concerning student financial aid (or the federal grant application process). We probably all handle them a bit differently, but the best package we've seen on student financial aid is the one put together recently by HE (see Attachment 8).

This six page beauty is dated July 1989 and could easily serve as a model for a standard ERIC package that would introduce consistency into the way ERIC responds to this common user services topic. We hope the Publications Task Force, or another appropriate body, will seriously consider such a package.

...*Maureen Roberts*
(ERIC Facility)

SURVEY ROUNDUP

***DIRECTORY OF ERIC INFORMATION SERVICE PROVIDERS*---ACCESS ERIC MAILS SURVEY FORM FOR 1990 EDITION (SEPTEMBER 13, 1989)**

The lastest edition of the *Directory of ERIC Information Service Providers* is dated May 1986 and this essential ERIC reference tool is now 3-1/2 years old. While most addresses are still valid, the contact persons have changed in many cases and some telephone numbers have also changed.

One of ACCESS ERIC's top priorities is to revise this directory. A survey form (which will lead to the 1990 edition) was mailed to some 900 organizations on September 13, 1989. Response has already been heavy, indicating the great interest intermediaries have in appearing in this ERIC directory.

ERIC Clearinghouses can contribute to this effort by ensuring that any of their Standing Order Customers (SOCs) not listed in the old edition be given a copy of the survey form to complete (see Attachment 9 for the forms sent out by ACCESS ERIC).

...*Belinda Boyd*
(ACCESS ERIC)

USER SERVICES OFFERED BY ERIC CLEARINGHOUSE ---RESULTS OF CE SURVEY

With ACCESS ERIC stimulating new requests and referring many of them to the ERIC Clearinghouses, it behooves the whole system to put its user services house in order, to decide what will be handled (versus what will be referred or otherwise deflected), to decide how requests will be handled, and to perhaps develop a bit more consistency of approach across the system.

In this spirit, Judy Wagner of CE conducted an *"ERIC Clearinghouse User Services Survey."* The results just became available (October 6, 1989) and are displayed here as **Attachment 10.**

In her letter of transmittal Judy warns that common sense must prevail. The survey shows what is the usual practice of each Clearinghouse, which is not to say that they aren't prepared to do more in specific situations where the VIP status of the inquirer (or some other factor) calls for it.

...Maureen Roberts
(ERIC Facility)

CMC/EDRS OFFERS MICROFICHE COLLECTION TO MATCH SILVERPLATTER'S *"CURRENT DISK"* (TOGETHER WITH MICROFICHE STORAGE CABINET, MICROFICHE READER, AND CD-ROM SUBSCRIPTION)

CMC/EDRS has come up with a package deal that involves all ERIC microfiche from 1983 through 1989, a microfiche storage cabinet to house them, a microfiche reader to read them, and a CD-ROM subscription (to the SilverPlatter system), all for $13,975.

The theory is that the user would buy the convenience of having a microfiche collection tailored to match the contents of the CD-ROM disk. The announcement that is being used to advertise this product is **Attachment 11.**

...Vic Fortin (EDRS)

FENCO LARGE CAPACITY MICROFICHE STORAGE CABINETS OFFERED BY CMC/EDRS

I've heard it said that the ERIC microfiche collection is too big, and for a while I must admit that I thought the same thing, but not after we received the new microfiche file cabinet we ordered from FENCO. If your collection is in 4" x 6" file card cabinets, or worse yet, in brown boxes, you're probably wondering where you will get the room for all the microfiche that are yet to come.

We have the answer. As a FENCO dealer we can offer you a Model 1830 file cabinet that will store 129,000 microfiche in a single cabinet just 21-1/4" inches wide and 58-1/2" inches high. You can probably store an entire ERIC collection in just 3 of these cabinets (and in only a little over 5 feet in width). This is approximately 15 total square feet of space. At the cost of space, this is an excellent savings.

FENCO also has a Model 1838, 8-drawer cabinet that holds approximately 100,000 microfiche and takes up about the same 15 square feet of space.

So, if you're in need of a microfiche file cabinet to either

get your collection consolidated or if you don't like the sight of all those brown boxes, give us a call. You will not only save yourself space, but we can save you 35% off the retail price on your purchase. These are our prices (shipping not included):

FENCO MODEL NUMBER	RETAIL PRICE	ERIC DISCOUNT PRICE
1830	$1,547	$1,117
1838	1,357	963

Not only will you save space and money, you will also beautify your office as well, because these cabinets come in 20 decorator colors.

If you would like to "*test drive*" one of these slick new models, stop by EDRS for a free demonstration. EDRS also sells (at a discount) fiche readers and other microform supplies.

...Vic Fortin (EDRS)

PUBLICATIONS

SILVERPLATTER
---EDUCATION-RELATED DATABASES
---AGENTS AND DISTRIBUTORS

SilverPlatter has just issued a comprehensive new catalog (available on request) listing all their databases, the latest prices, and also containing some excellent background material on CD-ROM in general.

Listed (in Attachment 12) are the main education-related databases now offered by SilverPlatter, together with the latest prices for various options. Also of interest is the extensive network of agents and distributors offering SilverPlatter products in foreign countries.

...Pat Brown
(ERIC Facility)

TKM SOFTWARE LIMITED TO OFFER ERIC DATABASE IN MARC FORMAT

TKM Software Limited has alerted the ERIC Facility to the fact that their basic product, the "MARCsource Database," will be including ERIC database records. In addition, they are prepared to respond to requests for the entire ERIC database in MARC format.

This is the second such recent offering (see news item concerning Westchester County, NY in May/June 1989 EAB). For the materials sent by TKM, see Attachment 13.

...Pat Brown (ERIC Facility)

DIALOG ADDS THE FULL TEXT OF 317 ERIC DIGESTS TO FILE 1 (FORMAT 9)

Beginning in mid-October 1989, DIALOG has added a feature to their regular online ERIC database (File 1) that permits users to call up (by specifying Format 9) the full text of some 317 selected ERIC Digests. These Digests can be identified/retrieved as a group by specifying Publication Type 073. The 317 Digests correspond roughly to the file originally developed by the PS Clearinghouse, and later modified slightly by the Facility. This file ceased being updated with new Digests in August 1988. The Facility has just been charged with the task of updating this file with the Digests published between August 1988 and the present. We will be asking you shortly to transmit to us the full text of your Digests that fall in this time span and that you would like to see available in full text via DIALOG.

NOTE: GTE has also been working on making the EDO file available, but has not yet completed their work.

...Ted Brandhorst
(ERIC Facility)

INTERNATIONAL VISITORS

HE AND SO

Jon Fife (HE) met with Alderman Vedakoemar (Sonny) Badal to discuss the status and the role of minorities in higher education and in American society. Mr. Badal, a leader in the Hague City Council in the Netherlands, is also a sociologist who teachers at the Hague College.

Also hosted by HE, in August, was Mr. Fernando Bazua, Director of the Research Program on Public Choice and Governmental Relations. Mr. Bazua was visiting the United States to analyze and compare higher education systems in the U.S. The study, conducted by the government of Mexico through an independent research center, is attempting to analyze American higher education systems in order to reform Mexican higher education.

Dr. Musleem Jumeer, lecturer in history and social studies at the Mauritius Institute of Education and former education officer in the Ministry of Education, Arts, and Culture, visited SO and the Social Studies Development Center in August as part of his Fulbright educational study visit to the United States. Dr. Jumeer requested an ERIC search and was very interested in learning more about ERIC-on-CD-ROM.

...HE/SO

STAFF/PERSONNEL NEWS

LYNN BARNETT---E-MAIL FAREWELL
(IT SPEAKS FOR ITSELF)

All good things come to an end sometime. September 21 was my last day at the Clearinghouse. With very mixed feelings, I have accepted a position with the American Association of Community and Junior Colleges (AACJC). It's strange to think of leaving good ole ERIC after having spent my daughter's entire K-12 career here (yes---it's been 13 years full time and another one as a free-lance abstractor)! But anyone who knows Dupont Circle will recognize that I'm not going far---actually just down two flights of stairs in the same building. I may not be able to break away from the E-Mail habit, so if you see my logon, you'll know I'm being an ERIC groupie on my home computer. Seriously, thanks to everyone for many wonderful memories and unparalleled experiences. We've all come a long way, baby, as they say in the ads.

...*Lynn Barnett (HE)*

HE STAFF ACTIVITIES

On August 14, 1989, Jon Fife served on the National Center for Education Statistics (NCES) External Publication Review Panel. The panel was assembled to review the publication plans of the four NCES substantive divisions and to make recommendations concerning these efforts during the next year.

Chris Rigaux, managing editor at HE, has been asked to serve on the publicity committee of the Washington Literacy Council. He has been active for two years in tutoring non-reading adult students.

Chris Rigaux has also been elected to serve on the steering committee of the Washington Educational Press Association, known locally as Washington Edpress. He will also coordinate the jobs clearinghouse operated by Washington Edpress.

Finally, Chris Rigaux will continue another year in his role as associate editor of *Around One*, the newsletter of the greater Washington higher education community.

...*HE*

SO STAFF ACTIVITIES

John Patrick, SO Director, collaborated with the National Trust for Historic Preservation to conduct a ten-day institute (June 21-June 30, 1989) for high school history and civics teachers at Montpelier, the home of our fourth President, James Madison, located in Orange, Virginia. Professor Patrick was one of several lecturers in this program. He spoke on *James Madison and The Federalist Papers in the High School Curriculum*. He also participated in the management of a daily seminar for the teachers which was based on *The Federalist Papers*

and writings of the Anti-Federalists. As part of the program, funded by the U.S. Department of Education, Professor Patrick is developing a volume of curriculum materials on the political ideas of James Madison, which will be distributed by the National Trust for Historic Preservation to high school history and civics teachers.

...SO

PUBLICATIONS

HE PUBLICATIONS IN DEMAND

The 11th European Association for Institutional Researchers conference, *"Towards Excellence in European Higher Education in the 1990s,"* took place August 27-30 at the University of Trier in the Federal Republic of Germany. ERIC/HE was invited to, and did, send 75 catalogs for the *ASHE-ERIC Higher Education Reports*. We had only the English language ones available.

The Higher Education Resources Service distributed 150 copies of the ASHE-ERIC Higher Education Reports catalog to all attendees at their annual summer training program, June 20-July 7, 1989, in Bryn Mawr, Pennsylvania.

The Australian Higher Education Association sponsored its annual conference the first week in July in Sydney, Australia. Upon request, ERIC/HE sent 75 copies of its ASHE-ERIC Higher Education Reports catalog for distribution.

The Palmer College of Chiropractic-West, in Sunnyvale, California was so impressed by ERIC/HE's *"Critical Thinking: Theory, Research, Practice, and Possibilities"* (ASHE-ERIC Higher Education Report 2, 1988 by Joanne Kurfiss), that they sent a FAX order for copies for their entire board of Trustees, to be received prior to their annual meeting. James Managani, the publications assistant at HE, processed the unusual order as separate invoices to allow for the different shipping addresses.

...HE

AGENDA

ERIC Directors Meeting
October 26-27, 1989

Ballston Ramada Hotel
Arlington, Virginia

Wednesday, October 25

6:00 - 8:00 pm	Executive Group Dinner
8:00 - 10:00 pm	Reception for Meeting Participants--Ramada Hotel *(Judi Conrad)*

Thursday, October 26

8:00 - 8:30 am	Continental Breakfast
8:30 - 8:45 am	Overview of Meeting, Special Announcements
8:45 - 9:30 am	OERI Update--New ERIC Issues and Initiatives *(ERIC Staff)*

- FY 1990 and FY 1991 funding
- Royalties
- Changes in Technical Steering Committee review procedures
- Survey of journal editors
- *The Compact ERIC*

9:45 - 10:00 am	***Break*** Objectives of First Working Session
10:00 - 11:30 am	First Working Session -- **Task Forces**

- Technology Task Force *(Mike Eisenberg)*
- Products Task Force *(Bob Howe)*
- Assessment Task Force *(Carl Smith)*
- Training Task Force *(Jeannie Rennie)*
- Task Force on the Future *(Garry Walz)*

Thursday, October 26, continued

11:30 - 12:15 pm	Task Force Reports (Continued)
12:15 - 1:30 pm	***Lunch***
1:30 - 3:15 pm	Second Working Session -- Large Group

ACCESS ERIC and the Clearinghouses: What will ACCESS ERIC need from the Clearinghouses? What do the Clearinghouses need from ACCESS ERIC?

- The ERIC Review and other ACCESS ERIC Publications *(Sam Fustukjian, Diane Loulou)*
- Reference and Referral Services and Clearinghouse Publications *(Belinda Boyd, Paula Seidman)*
- Datafiles and ERIC Partners *(Ahshun Chiang)*

3:15 - 3:30 pm	***Break***
3:30 - 3:45 pm	Objectives of Third Working Session
3:45 - 4:45 pm	Third Working Session--Small Groups

- Criteria for Selecting the "Best" *(Phil Piele)*
- Improving monthly, quarterly, and annual reports *(Nancy Krekeler, Dorothy Myers, Bob Thomas)*
- New Processing and Administrative Manuals *(Sue Klein, Ted Brandhorst)*

4:45 - 5:15 pm	Work Group Reports
6:00 - 8:00 pm	ERIC Reception -- Randolph Towers

Friday, October 27

8:30 - 9:00 am	*Continental Breakfast*
9:00 - 9:45 am	ERIC Support Contractors Briefing: • ERIC Processing and Reference Facility • ERIC Document Reproduction Service (EDRS) • Oryx Press
9:45 - 10:00 am	*Break*
10:00 - 11:15 am	Fourth Working Session -- Large Group **Diversifying ERIC Funding** *(Bob Stonehill, Judi Conrad, Erwin Flaxman, John Patrick)*
11:15 - 12:00 pm	Presentation by University Microfilms, Inc (UMI) **Full-Text Databases on CD-ROM**
12:00 - 1:45 pm	*Luncheon* (Ramada Hotel)
(1:30 pm)	Remarks by Christopher T. Cross, Assistant Secretary for Educational Research and Improvement
1:45 - 3:15 pm	Planning for New System Activities and Task Forces **TENTATIVE TOPICS INCLUDE:** • The White House Conference on Libraries and Information Science *(Don Ely)* • Expanding ERIC Internationally *(Jon Fife, Ted Brandhorst)* • ERIC's 25th Birthday *(Judi Conrad)*
3:15 - 4:00 pm	New and Unfinished Business Wrap-up and Summary of Action Items

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

September 18, 1989

Dear ERIC Clearinghouse Director:

This letter is to inform you of plans relating to ERIC's acquisition of materials from the Program Effectiveness Panel (PEP) and the National Diffusion Network (NDN). The PEP is the group in the Department of Education which "validates" exemplary programs (it used to be called the Joint Dissemination Review Panel, or JDRP). Once a program is validated, it is announced in the annual publication **Education Programs that Work**, and is eligible to apply for NDN funding to become a "Developer-Demonstrator" project.

As a result of a meeting involving ERIC, NDN and PEP staff, ERIC has agreed to explore the appropriateness of processing for the database documentation on all ED-validated programs. At a minimum, that will include a 10-15 page submission that describes the project and provides compelling evidence of effectiveness.

The technical assistance contractor for the PEP has furnished us with a sample set of 10 panel submissions, two from each of the last five years. I have asked Ted Brandhorst to send each of these submissions to the appropriate Clearinghouse for review and assessment of their appropriateness for the ERIC database; if you receive such a package to review please give it careful consideration and let us know what you think. As usual, a phone call, E-mail message, or letter would be appropriate.

If the Clearinghouses agree that documentation on exemplary programs would be an appropriate addition to the ERIC database, we will do the following:

- ERIC will put into the database available documentation about each exemplary program that was validated by PEP or JDRP during the past five years. Conventions for cataloging these exemplary programs will be noted in the **EPM**. Sue Klein will be working with the Facility to develop a model resume and cataloging, indexing, and cross-referencing instructions for these packages.

- For many programs, there will be additional information--more extensive program descriptions, curricular materials, brochures, adoption studies, etc. Clearinghouses can decide, for each program, what subset of available materials would constitute the final ERIC "document" or documents.

WASHINGTON, D.C. 20208— 5720

- We will invite all new programs, upon validation, to submit any additional materials they would like to ERIC. Sue and Nancy will work with Conrad Katzenmeyer--the PEP chair--to ensure that such program materials are acquired routinely and sent to the appropriate Clearinghouses for processing.

Enclosed is your personal copy of the most recent PEP criteria and guidelines. This document, **Making the Case: Evidence of Program Effectiveness in Schools and Classrooms**, has already been submitted to ERIC. We are also enclosing some related Panel handouts (a fact sheet and questions and answers) as well as a summary of comments and recommendations from the ERIC and National Diffusion Network (NDN) collaboration meeting on September 9, 1988.

Additionally we would like to remind you and your staff to help identify and encourage submissions to the PEP. If you would like additional information or copies of the enclosed Panel materials, please contact Linda Jones at NDN, Room 510D, 555 New Jersey Ave., N.W., Washington, DC 20208 (202-357-6140).

Sincerely,

Bob Stonehill

Robert Stonehill
Director, Educational Resources
Information Center (ERIC)

Enclosures: PEP Information

cc: Susan Klein
Conrad Katzenmeyer
Ted Brandhorst
Ron Cartwright (PIP/NDN)
Linda Jones (NDN)

SELECTED JDRP/PEP APPROVED SUBMITTALS

CH Assignment		
SP	1989	Classroom Organization and Management Program
PS		Kids Kits for Middle Grades
CS	1988	CIRC Reading
SO		Preparing Instructional Teams for Effective Citizenship Education
SE	1987	Decision Making Math
SP		IMPACT II
UD	1986	City-As-School
CS		Profile Approach to Writing
FL	1985	BES - Adult Literacy
SE		Classmate 88

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

September 15, 1989

NOTE TO TED BRANDHORST

From : Bob Stonehill BS

Subject : Clearinghouse Review of Program Effectiveness Panel (PEP) Submissions for Inclusion in ERIC

The Program Effectiveness Panel (PEP) is the group in the Department of Education which "validates" exemplary programs (it used to be called the Joint Dissemination Review Panel, or JDRP). Once a program is validated, it is announced in the annual publication **Education Programs that Work**, and is eligible to apply for National Diffusion Network funding to become a "Developer/Demonstrator" project.

As a result of a meeting involving ERIC, NDN and PEP staff, ERIC has agreed to explore the appropriateness of processing for the database documentation on all ED-validated programs. At a minimum, that will include a 10-15 page submission that describes the project and provides compelling evidence of effectiveness. Attached is a set of 10 such submissions, two from each of the last five years. This set will form a trial run to establish if the Clearinghouses agree that these materials should go into ERIC. **Please distribute them to the most appropriate Clearinghouse for review and evaluation.** A copy of a letter informing the Clearinghouses about this activity is enclosed.

If the Clearinghouses agree that documentation on exemplary programs would be an appropriate addition to the ERIC database, we will do the following:

- ERIC will put into the database available documentation about each exemplary program that was validated by PEP or JDRP during the past five years. Conventions for cataloging these exemplary programs will be noted in the **EPM**.
- For some programs, there will be additional information--more extensive program descriptions, curricular materials, brochures, adoption studies, etc. Clearinghouses can decide, for each program, what subset of available materials would constitute the final ERIC "document" or documents.
- We will invite all new programs, upon validation, to submit any additional materials they would like to ERIC.

cc: Kevin Arundel

WASHINGTON, D.C. 20208— 5720

ERIC® PROCESSING AND REFERENCE FACILITY
2440 RESEARCH BOULEVARD, SUITE 550, ROCKVILLE, MARYLAND 20850-3238
(301) 590-1420

OPERATED FOR THE U.S. DEPARTMENT OF EDUCATION *by* ARC Professional Services Group, Information Systems Division

September 20, 1989

TO: ERIC Clearinghouses Receiving Project Descriptions Submitted to PEP

FROM: Ted Brandhorst, Director
ERIC Processing and Reference Facility

SUBJECT: Processing Guidelines

The attached documentation from Central ERIC will explain the concept behind putting PEP Project Descriptions (and related documentation) into the ERIC database.

In this transmittal we want only to call your attention to the following processing guidelines for these documents.

1. Documents describing PEP/JDRP validated programs should be indexed by the minor Descriptor "Validated Programs." (EPM, p. VIII-2-18, IV-5.) (Note: All the documents in the batch are in this class.)

2. Program descriptions should be cataloged using the Publication Type Code 141. (Note: All the documents in this batch are in this class.)

3. Projects with specific names should be indexed by these names as (preferably major) Identifiers, e.g. "Classmate 88 Project;" Impact II Project. (EPM, p. VIII-2-18.)

4. Documents generated by programs or projects under NDN sponsorship should be indexed by the minor Identifier "National Diffusion Network Programs." (EPM, p. VIII-2-18, IV-5.) (Note: There don't appear to be any such documents in this particular batch.)

5. In order to get all the proper words and phrases in the abstract to provide for future appropriate retrieval of these documents, we recommend that all abstracts begin with the following sentence:

"This document consists of a program description (including evidence of effectiveness) submitted by the developing institution to the Program Effectiveness Panel (PEP), formerly the Joint Dissemination Review Panel (JDRP), for validation as an exemplary program and eligibility for National Diffusion Network (NDN) funding as a "Developer-Demonstrator" project."

WTB:sep

CAL
Center for
Applied
Linguistics

September 22, 1989

Ted Brandhorst
Director
ERIC Processing and Reference Facility
ARC Professional Services Group
Information Systems Division
2440 Research Boulevard, Suite 550
Rockville, MD 20850-3238

Dear Ted:

We are pleased to enclose an announcement for the Adjunct ERIC Clearinghouse on Literacy Education (ERIC/LE), which will have as its specific focus literacy education for limited-English-proficient adults and out-of-school youth. ERIC/LE looks forward to working closely and collegially with the 16 ERIC Clearinghouses.

By this letter, we want to introduce ourselves and to provide a little background to ERIC/LE. The Clearinghouse was mandated under the English Literacy Grants Program in the Hawkins-Stafford Elementary and Secondary School Amendments of 1988 (PL 100-297). Under this program, $4.94 million was appropriated, of which $250,000 was earmarked for a National Clearinghouse on Literacy Education. The Department of Education placed the Clearinghouse operationally under the Office of Educational Research and Improvement (OERI), which in turn designated it an Adjunct ERIC Clearinghouse.

The staff of ERIC/LE will be working closely with ERIC/CLL; you will notice that Jeannie Rennie serves as Associate Director of both, ensuring close coordination. We hope to become an integral part of the ERIC system and plan to collaborate with the other Clearinghouses, forwarding to you any documents which are outside of our special scope area of literacy education for LEP adults and out-of-school youth and hoping that you will do the same, sending us documents which are relevant to our scope.

You already know Jeannie Rennie, the Associate Director, from ERIC/CLL. The rest of the staff include:

Jodi Crandall, Director
Karen Willetts, User Services Coordinator
Joy Peyton, Publications Coordinator
David Spener, Acquisitions Coordinator
Administrative Assistant

We look forward to meeting you at the ERIC Directors' meeting and of getting to know all of you better.

Sincerely,

Jodi Crandall

JoAnn Crandall
Director

Jeannie

Jeannie Rennie
Associate Director

1118 22nd Street N.W. Washington D.C. 20037 (202) 429-9292 Fax: (202) 429-9766

ANNOUNCING . . .

THE ADJUNCT ERIC CLEARINGHOUSE ON LITERACY EDUCATION

FOR LIMITED-ENGLISH-PROFICIENT ADULTS AND OUT-OF-SCHOOL YOUTH

Center for Applied Linguistics

The Center for Applied Linguistics (CAL) announces the establishment of a national clearinghouse on literacy education as an Adjunct ERIC Clearinghouse with support from the Office of Educational Research and Improvement (OERI) of the U.S. Department of Education. The Clearinghouse will link the diverse set of public and private institutions, agencies, and community groups concerned with literacy issues for limited-English-proficient (LEP) adults and out-of-school youth.

Like other ERIC Clearinghouses, the Adjunct ERIC Clearinghouse on Literacy Education (ERIC/CLE) will collect, analyze, abstract, index, and enter documents in its scope area into the ERIC database. These will include instructional materials, program descriptions and evaluations, teacher/tutor training guides, and assessment materials. To the extent possible, ERIC/CLE will also provide practical technical assistance in areas such as program design, curriculum development, materials adaptation, and diagnosis and assessment, and training of trainers for volunteer tutors and others responsible for delivering literacy services.

One of the first products of the new Clearinghouse will be a Directory of Literacy Programs in the United States serving LEP adults and out-of-school youth. Other publications will include monographs, guides, state-of-the-art papers, and fact sheets (Digests) on a variety of topics in adult literacy education, including the following:

- Reaching and keeping students in LEP adult literacy programs
- Approaches to teaching literacy to LEP adults
- Selecting and adapting materials for use in adult LEP literacy programs
- Cultural considerations in teaching literacy to LEP adults
- Literacy programs for LEP out-of-school youth
- Training literacy volunteers and tutors
- The role of first language literacy in the acquisition of second language literacy

There exist a variety of broadly scattered exemplary curricula, sets of materials, and ongoing programs throughout the country. A major goal of the Literacy Clearinghouse will be to establish continuing linkages among the groups, organizations, and key individuals concerned with meeting the special needs of LEP adults and out-of-school youth.

For more information, or to submit materials to be considered for inclusion in the ERIC database, write or call the Clearinghouse at the address or telephone number below:

Center for Applied Linguistics
Adjunct ERIC Clearinghouse on Literacy Education
1118 22nd Street NW
Washington, DC 20037
202-429-9292

ERIC

On September 13, 1989, the U.S. Department of Education awarded the Center for Applied Linguistics a contract to establish an Adjunct ERIC Clearinghouse on Literacy Education (LE) with specific focus on literacy education for limited-English-proficient (LEP) adults and out-of-school youth. The Clearinghouse was mandated under the English Literacy Grants Program in the Hawkins-Stafford Elementary and Secondary School Amendments of 1988 (P.L. 100-297). Administrative responsibility for the Clearinghouse lies with the Office of Educational Research and Improvement (OERI) which designated it an Adjunct ERIC Clearinghouse.

The Adjunct Clearinghouse will resemble other ERIC Clearinghouses in that it will acquire documents in its scope area to add to the ERIC database, develop publications and off-the-shelf products (such as ERIC Digests, minibibliographies, and ready-made computer searches), respond to user requests for information , display materials, and conduct workshops and make presentations at national, regional, and local literacy-related conferences. The actual processing of documents for the database will be handled by the processing staff of the ERIC Clearinghouse on Languages and Linguistics which will assign all ERIC/LE documents an FL number. (A special block of FL numbers has been set aside for Adjunct Clearinghouse documents.)

One of the primary goals of the Adjunct Clearinghouse is to establish links among the Federal, State, public and private institutions, agencies, and community groups working to meet the special literacy needs of LEP adults and out-of-school youth. A variety of broadly scattered resource materials, exemplary curricula, and ongoing literacy programs exist throughout the country, but there is very little sharing of materials, experience, or expertise in this area. The Adjunct will collect information, analyze and synthesize that information, and make it available both to organizations sponsoring and coordinating literacy training and to individual program providers and decision makers.

One of the first year products of the new Clearinghouse will be a Directory of Literacy Programs in the United States serving LEP adults and out-of-school youth. Other publications will include monographs, guides, state-of-the-art papers, and ERIC Digests on a variety of topics in adult literacy education, including the following:

* Reaching and keeping students in LEP adult literacy programs
* Approaches to teaching literacy to LEP adults
* Vocational literacy programs for LEP adults and out-of-school youth
* Selecting and adapting materials for use in adult LEP literacy programs
* Workplace literacy for LEP adults
* Cultural considerations in teaching literacy to LEP adults
* Literacy programs for LEP out-of school youth

* Training literacy volunteers and tutors
* The role of first language literacy in the acquisition of second language literacy

To the extent possible, the Adjunct Clearinghouse will also provide practical technical assistance in areas such as program design, curriculum development, materials adaption, diagnosis and assessment, and training of trainers for volunteer tutors and others responsible for delivering literacy services.

The staff of the Adjunct Clearinghouse include members of the ERIC/FL staff who will divide their time in varying percentages between the two Clearinghouses. They are:

JoAnn (Jodi) Crandall, Director
Jeannie Rennie, Associate Director
David Spener, Acquisitions Coordinator
Cindy Mahrer, Acquisitions Assistant
Joy Peyton, Publications Coordinator
Vickie Lewelling, RIE/CIJE Coordinator
Karen Willetts, User Services Coordinator

U.S. METRIC ASSOCIATION, INC.

A non-profit organization .... established in 1916

10245 Andasol Avenue, Northridge CA 91325 (818) 368-7443

September 30, 1989

ERIC Processing and Reference Facility
2440 Research Boulevard, Suite 550
Rockville, Maryland 20850

Dear ERIC Facility Officers:

The U.S. Metric Association, Inc., a non-profit organization, is prepäring a bibliography for American educators to help them better equip students for the impending U.S. transition to the metric system. As you are no doubt aware, according to the Omnibus Trade Act signed into law in 1988, all agencies of the Federal Government must use the metric system by 1992 in conducting business.*

I hereby request your permission to include in our bibliography a selection of several hundred metric education documents abstracted by ERIC and listed on your 1989 disk. Our plan, if you approve this request, is to list and briefly describe the documents in a special category, crediting ERIC for the citations and informing educators as to how they can secure microfiche or paper copies from you, and at what price.

The U.S. Metric Association will present a copy of its completed bibliography to the U.S. Department of Education as part of our program of coordinating with that agency.

I look forward to hearing from you at your earliest convenience, and I sincerely hope you will permit us to list your items among the documents and books that are for sale.

Sincerely,

Lorelle Young

Lorelle Young, President

*Except where "such use is impractical or is likely to cause significant inefficiencies. . . ."

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OPERATED FOR THE U.S. DEPARTMENT OF EDUCATION *by* ARC Professional Services Group, Information Systems Division

October 6, 1989

Lorelle Young, President
U.S. Metric Association, Inc.
10245 Andasol Avenue
Northridge, CA 91325

Dear Ms. Young:

This is in response to your letter of September 30, 1989 to this Facility.

We are pleased to learn that the ERIC database has been of use to you in your search for documents dealing with metric system education. You are welcome to use in your planned bibliography the ERIC abstracts/resumes you have found, crediting ERIC, as you describe.

In order to help you provide the very latest in availability information, we are sending a copy of the order form used by the ERIC Document Reproduction Service (EDRS). This form contains the EDRS address and telephone number and the latest prices corresponding with the ERIC price codes.

When your bibliography is finally completed, we would appreciate receiving two copies: one for retention by ERIC (as an example of cooperation) and one for the database itself. If you plan to sell the bibliography, please ensure that this availability information comes with the bibliography so that we can help you to publicize it.

We appreciate your interest in ERIC and are happy to contribute toward metric system education.

Sincerely,

Ted Brandhorst, Director
ERIC Processing and Reference Facility

WTB:clb

cc: Kevin Arundel (w/letter)
Bob Howe (SE) (w/letter)

Enclosures: EDRS Order Form
Pocket Guide to ERIC
Submitting Documents to ERIC

ATTACHMENT 5
PAGE 1 OF 21

The Role of OERI and Its Institutional Projects in Establishing an Effective Research, Development, and Dissemination Program

A Symposium

Sponsored by
Information Services
Office of Educational Research and Improvement
U.S. Department of Education

May 1989

ATTACHMENT 5
PAGE 2 OF 21

The Role of OERI and Its Institutional Projects in Establishing an Effective Research, Development, and Dissemination Program

Executive Summary

Introduction

The Office of Educational Research and Improvement (OERI), in conjunction with the annual meeting of the ERIC Directors, held a symposium designed to promote discussions on the effectiveness of the existing structure of the nation's educational research, development, and dissemination (RD&D) system. The symposium, which continued efforts begun last year to foster collaboration among and between OERI and its institutional projects, had as its specific purpose a discussion of policies, procedures, and activities to enhance collaboration among OERI's programs in ways that would contribute to more efficient and effective management of the overall RD&D enterprise.

In the late 1960s, as part of an expanded effort to build a more scientific base of knowledge for the practice of education, the Bureau of Research initiated a network of national research centers, regional education laboratories, and information clearinghouses. Since that time, considerable changes have taken place in the practice, delivery, and structure of education. More significant changes have taken place with respect to the role of State agencies and the demands for information about education from a wide spectrum of public officials and lay groups.

Presenters at this symposium were chosen on the basis of their experience and knowledge of the Federal efforts in the support of education RD&D over the past two decades and their ability to recognize a new set of demands which could influence the current arrangement and operation of those institutions which create, analyze, or disseminate research and statistical information relating to education. The stimulating and thoughtful remarks of the presenters and the discussions to follow should contribute to the planning and policy development of the Administration and the Congress as they consider appropriate options for a new and more effective infrastructure for Federal education RD&D.

Judi Conrad, Associate Director, ERIC Clearinghouse on Handicapped Children, Council for Exceptional Children, introduced the symposium. OERI Acting Assistant Secretary Bruno Manno served as symposium moderator. The panel consisted of three presenters: John Hollifield, Associate Director for Dissemination and Outreach, Center for Research on Elementary and Middle Schools, Johns Hopkins University; David Crandall, Director, Laboratory for Educational Improvement of the Northeast and Islands, The Network, Andover, Massachusetts; and Susan Fuhrman, Director, Center for Policy Research in Education, Eagleton Institute of Politics, Rutgers University; and two reactors, Christopher Cross, Vice Chairman, Macro Systems, Inc., Silver Spring, Maryland, and Willis Hawley, Dean, Peabody College, Vanderbilt University. These presentations were followed by comments from senior officials of the five OERI program offices: Milton Goldberg, Director, Office of Research; Nelson Smith, Acting Director, Programs for the Improvement of Practice; Emerson Elliott, Acting Commissioner, National Center for Education Statistics; Ray Fry, Senior Advisor, Library Programs; and Sharon Horn, Acting Director, Information Services.

This paper summarizes the remarks of the presenters and reactors around the following topics: 1) the increase in the importance of educational research; 2) the structure of the RD&D system; 3) the nature of collaboration; and 4) OERI's role in fostering collaboration.

Increase in Importance of Educational Research

In his opening remarks, Acting Assistant Secretary Manno noted a recent trend—the growth in the importance of educational research, especially among noneducation groups. He observed that the debate about education in this country has begun to include "our topic," educational research, development, and dissemination, with members of the business community, press, and policymakers calling for a stronger federal RD&D effort. This increased importance of education RD&D, according to Manno, seems to be prompted by the need of educators, policymakers, parents, and citizens for better performance from schools. The latest information on state-of-the-art policies and practices is per-

ceived as critical to guiding change and sorting out which changes deliver real improvements in student learning. As Manno stated, "If there is any one role that the Federal Government has when it comes to education, it is the provision of accurate, timely, and reliable information on education."

Structure of the RD&D System

According to Manno, making the most of its limited federal dollars is one of the most important challenges facing OERI. Meeting this challenge, he said, "depends largely upon how much progress we continue to make toward a longstanding OERI goal, which is making OERI less an array of discrete, independently operating units and more of a unified, coherent organization, a coordinated, integrated RD&D *system*."

Hollifield echoed Manno's call for an integrated RD&D system, stressing the need for all the elements—OERI, the research centers, regional labs, ERIC, and the NDN—to work in conjunction with one another and with national education associations, individual researchers, and multiple special interest groups, all pulling together to improve the bottom line, student learning. He supported the current structure but suggested some modifications in parts of the system. He said that R&D centers should conduct basic research but that the nature of the R&D should be determined by their mission areas. Thus some centers would be devoted exclusively to basic research, whereas others would be "full service" centers, more heavily into development, implementation, and evaluation. The regional labs should not only continue to respond to the needs of their regions with R&D information but should also develop and maintain the capacity to conduct research projects. This model suggests that neither centers nor labs will look alike but rather will function in ways that best serve their clients. Hollifield urged that both centers and labs engage more in R&D that produces proven effective programs and practices for use by schools and districts and channel their research-based school improvement products into the NDN, which offers "a precise model for dissemination and use of research-based R&D . . . with some evidence that it works in terms of improving student achievement."

Regarding ERIC, he identified the need to "let ERIC be ERIC," concentrating on its mission of information acquisition and dissemination undiluted by additional tasks. For example, according to Hollifield, the ERIC system should not be held responsible for the proper and effective use of its information. Rather, he proposed a separate effort funded specifically to document the impact of dissemination of research findings through ERIC, the labs and centers on student learning. For Hollifield, "such evidence, when gathered, will strengthen the entire R&D enterprise."

Crandall, representing a lab, the NDN, and a minicenter, noted that the elements of the current system—the clearinghouses, regional labs, and the state facilitors of the NDN—have stood the test of time and urged that they become "permanent parts of the infrastructure" as a means of stabilizing the RD&D system.

Hawley also called for changes, raising the possibility of a reconceptualization and radical restructuring of the entire R&D system sometime in the future. He observed that important pieces are missing in the current system, such as a mechanism for knowledge utilization to feed back to research. Relatively few people, especially at the school level, are required to utilize research. As a solution, he proposed an enhanced role for school librarians, to provide information to help teachers and school administrators. This would necessitate a rethinking of library training at the Federal level.

In addition, Hawley pointed out the need to accommodate the new role and capacity of the States, which has major implications for the restructuring of the labs and ERIC. He suggested that a realignment of the ERIC system, by clustering or consolidating the existing centers or aligning ERIC with the research priorities evident in the missions of the centers themselves, would be desirable.

Cross advocated that the system specifically recognize the multiple viewpoints of the consumers. He urged that the Department convene a group of education information consumers, a "focus group," in order to understand what information they need, how they go about trying to get it, and the barriers to getting information that exist in the current system. He also proposed that the Federal Government look at the whole enterprise of RD&D and ask the question: "What needs to be done now?" He pointed out that when the educational R&D institutions were created in the mid-1960s, nothing else existed; now there is a variety of other information providers and users in the system. Cross called for something like a National Academy of Sciences/National Research Council panel to look at this enterprise and report to the Department, and to the Federal Government as a whole, with recommendations for reorganizing the RD&D system.

Nature of Collaboration

Whether suggesting major changes or minor modifications in the current structure of the RD&D system, all speakers supported increased collaboration as a means of increasing the effectiveness of the system. To achieve OERI's goal of a coordinated, integrated RD&D system, Manno urged continuation of efforts in three areas: communication, cooperation, and collaboration. He urged more of the "three Cs" in a variety of efforts—topical or thematic approaches, general functions such as knowledge generation and dissemination, and a range of specific activities, citing early childhood as one area ripe for collaboration. Crandall added a fourth "C," coordination, stressing the need to understand the differences among each of the levels and the interrelationships.

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The panelists warned against collaboration for its own sake, but rather, as Fuhrman stated, to keep focused on "collaboration for the sake of improving the efficiency, the quality, the impact of educational research and development." The views of the panelists varied regarding the circumstances promoting collaboration. Collaboration, said Crandall, "is not a natural act," but for people willing to endure some pain, "it is worth it;" to occur, it needs some "forcing" and facilitating from OERI. But from Fuhrman's point of view, collaboration occurs "naturally" when people know each other, perceive common interests and mutual benefit. Such collaboration neither needs nor requires incentives from OERI to occur. She urged against fund setasides or special competitions and against rewarding or encouraging collaboration in and of itself, as such might divert the focus away from collaboration undertaken in the service of improvement.

The notions of common interest and mutual benefit as bases for collaboration were underscored by Hawley. Common interest relates to agreement on the bottom line. Perception of mutual benefit relates to a shared common concern about outcomes and perception of mission—and the norm of reciprocity, the perception of equal contributions to a collaborative activity. Hawley urged consideration of ways to create interdependencies between research and dissemination that lead to equal status. He added four additional bases for collaboration: self-interest, trust, the need for a common language, and common constructs.

OERI's Role in Fostering Collaboration

Several of the speakers presented their views of OERI's role regarding collaboration. To encourage collaboration among the institutional projects, Fuhrman suggested that OERI: 1) provide occasions for those involved in the institutional projects to meet and to forge working relationships; 2) increase and enhance information-sharing activities; 3) remove barriers to sharing data and work in progress; and 4) establish routine mechanisms for institutional projects to help each other in dissemination activities. To facilitate collaboration between OERI-funded projects and the field, she encouraged OERI to work with associations—both policymaker and practitioner associations—to encourage links with clients and clients' groups in mission statements and in continuing liaison work and to provide opportunities for client groups to meet and hear center researchers—basically facilitating the kind of interaction which gets the research to the clients. Fuhrman also encouraged OERI to collaborate with other government agencies.

Crandall encouraged organizational incentives "for the kind of exchange that goes beyond simply licking the stamp and sticking it on your latest report and firing it out in the mail." He viewed OERI's role as that of facilitator, "combining the forcing function with the friendly support in facilitation." He urged OERI to "require us to sit down and knock our heads together on some stuff . . . in ways that haven't been tried yet." At the same time he stressed, " We need time to get our own acts together, whether it be in networks, or subnetworks of like-minded people, or umbrella organizations."

Conclusion

In responding to the symposium topic, panelists presented their views regarding 1) the restructuring of OERI's current RD&D system, 2) the role of collaboration in contributing to an integrated RD&D effort, 3) the ways in which collaboration can be enhanced between and among OERI and the institutional projects, and 4) OERI's role in fostering collaboration.

In his closing remarks, Manno emphasized the special and unique "window of opportunity" which now exists in reference to OERI's RD&D efforts, offering an unprecedented opportunity to multiply the impact of research on practice. The ideas and interactions generated by the symposium will contribute to this effort.

The Role of OERI and Its Institutional Projects in Establishing an Effective Research, Development, and Dissemination Program

Proceedings

Judi Conrad

Associate Director, ERIC Clearinghouse on Handicapped and Gifted Children
Council for Exceptional Children (CEC)

I am very pleased and proud to welcome all the speakers, the reactors, and the OERI staff who have gathered together today to attend this symposium. The ERIC system is very concerned about the focus and the role that it is to play in the integration of institutional projects. We heard some remarks a few moments ago about the significance of what we are all about: educating children; delivery of information that makes for effective education in this country. We are all a part of that enterprise.

This meeting is structured to examine the various roles that we can play to make that happen. The mechanism that we are looking at today is collaboration. I am here to tell you that I know collaboration works. I know, because the ERIC system has entered into what we are calling ERIC partnerships that are tremendously dynamic, tremendously powerful in the identification of the resources that all our constituents have to bring to bear on the delivery of information. We are finding out what we can offer our partners, what they can offer us, what formats most please those folks, what kinds of information they need, what topics are of most concern to them. We know collaboration works.

We need now to work together, those of us who are institutional projects within OERI, to promote that same kind of interaction, that same kind of maximizing of resources to better deliver information to those who are the practitioners in this country, to those who are on the front line delivering education to children.

Bruno Manno, who is the Acting Assistant Secretary for OERI, will serve as the moderator for this meeting.

Bruno V. Manno

Acting Assistant Secretary
Office of Educational Research and Improvement
U.S. Department of Education

Let me begin my remarks by making two points and discussing these points in more detail. I would like to discuss a trend that I have seen emerging over the last couple of years in education research. From my perspective, the importance of education research, and in particular its *perceived* importance by noneducation groups, has grown immensely in recent years. That is point number one. I will elaborate on that in a second. Point number two is this: This trend, coupled with upcoming events in OERI, offers an unprecedented opportunity for this agency to multiply the impact of research on practice.

Let's go back to the first point. The debate about education in this country in the last few years has begun to include what I want to call "our topic," education research, development, and dissemination, or RD&D for short. What I think is significant about this is that the perceived need or demand for more RD&D "leaked out" of the education community. An interesting collection of leaders and groups is calling for a stronger Federal RD&D effort.

Let me give you some examples of those groups. David Kearns, in his book *Winning the Brain Race*, sets forth an education recovery plan that includes more research, more experiments in teaching and school organization, and a beefed-up national assessment of educational progress (NAEP).

Another example: In the 1989 report, *Governing America*, published by the Council on Competitiveness, we see the Council calling for "additional (Federal) technical support for innovative school-reform programs." That report specifically names OERI and emphasizes the importance of OERI's mission, which the Council says, is to "collect and analyze information about State and local-based educational programs, identify best educational practices,

and provide interested State and local educational authorities with information on the development, organization and operation of such programs. That is another example of an outside group, a noneducation group in the strict sense of the word, talking about this RD&D mission.

Here is another example. The Business Higher Education Forum recently issued a report entitled *American Potential: The Human Dimension*, which states that more knowledge is needed "of cognitive processes and effective teaching and learning strategies" and that a better job must be done in "getting this information to the classroom teacher."

The importance of improving RD&D is implicit in a number of reports, including one that President Bush has embraced, the National Center on Education and the Economy's *To Secure Our Future: The Federal Role in Education.*

Business and CEOs are not the only ones calling for more and better education RD&D. Educators, the press, and policymakers have chimed in.

Business and CEOs are not the only ones calling for more and better education RD&D. Educators, the press, and policymakers have chimed in. Pat Graham, Dean of Harvard's School of Education, in a *New York Times* article is quoted by Ed Fiske as saying, "If we are serious about changes like decentralizing school management, then we need to invest more significantly in finding out how to do it." Ed Fiske, in another article, had this to say: If the education system is to be altered in the fundamental ways President Bush seems to desire, "a more vigorous Federal research role might pay big dividends." Joan Wills, formerly of the NGA and now with the National Center on Education and the Economy, in an appearance before the Subcommittee on Education and Health of the Joint Economic Committee, pleaded for a stronger Federal effort in data collection, and in assessing student achievement.

I could go on and refer to other groups which have called for this increased RD&D role from the Federal perspective, but my point has been made: the perceived importance of education RD&D has grown in recent years. The reason as I see it is this: educators, policymakers, parents, and citizens want better performance from their schools. Good information—the latest up-to-date information on state-of-the-art policies and practices—is rightly perceived as critical to guiding and directing changes and to sorting out which changes deliver real improvements in student learning.

Providing such information is not the *only* Federal responsibility in education, but it is certainly the oldest and in many ways the most central Federal role in education. In fact, the Subcommittee on Select Education, which is the oversight committee for OERI, wrote last September that "of all the forms of assistance that the Federal Government could possibly provide, RD&D is the least expensive, the least threatening, and the most needed."

My second point. This is the notion of the upcoming events in OERI that create a window of opportunity. As you know, OERI is the main conduit for federally supported education RD&D. But like all Federal agencies, as much as we continue to plead with the Congress for more money to support RD&D efforts, we live in the shadow of Gramm-Rudman. So we must make the most of the limited Federal dollars that we have.

From my perspective, this is one of the most important challenges that OERI has to face in the coming years. Our ability to meet it depends largely upon how much progress we continue to make toward a longstanding OERI goal, which is making OERI less an array of discrete, independently operating units and more of a unified, coherent organization, a coordinated, integrated RD&D *system.*

To achieve that, OERI and its institutional projects must continue to increase our efforts in three areas: communication, cooperation, and collaboration. You might call this OERI's version of the three Cs. We all stand to benefit from more communication, cooperation and collaboration. I think we all recognize that. This year, as indicated in Elizabeth Payer's background paper, which I think most of you received, Elizabeth says that more than 158 different organizations are receiving a share of OERI's RD&D budget, to the tune of about $55 million.

The mission and goals of these various organizations carry them into territories that often overlap. Let's look at early childhood, for example. In Information Services in OERI we have a clearinghouse that collects and disseminates information on early childhood education. In the Office of Research, we have a new Center for Research on the Education of Disadvantaged Students. Intervention in preschool years is critical to *any* comprehensive effort to help disadvantaged students, and so there ought to be information and ideas flowing between staff at the clearinghouses and staff at the Center.

[We] must continue to increase our efforts in three areas: communication, cooperation, and collaboration. You might call this OERI's version of the three Cs.

There are a number of other early childhood projects planned or under way in OERI. For instance, through our Fund for Innovation in Education, formerly known as the Secretary's Discretionary Fund in the FIRST program, we are planning a competition for projects in early childhood education.

This summer, Programs for the Improvement of Practice (PIP) will host a miniconference to gather advice from experts, advice that will help guide an upcoming RFP for early childhood drug prevention curriculum materials. PIP's Urban Superintendents Network is assembling a report on the role of public schools in early childhood intervention. Six of the nine regional labs, according to the information I have, have been involved in an early childhood project of some kind since 1986. Also in PIP, the NDN has about 30 projects aimed at children under five. The issue after the next publication of *Youth Indicators*, about a year from now, will include data on children under five for the first time. That is a joint publication of PIP and NCES. Library Programs supports a number of literacy projects aimed at preschool children. There are other early childhood-related activities going on in OERI.

My point is to begin to invite people to think about the three Cs with reference to a variety of things that we are doing. The three Cs should not be limited to just topical or thematic approaches either. That is the kind of approach that I have highlighted in talking about early childhood education. Elizabeth points out that one can begin to talk about groupings around general functions such as "knowledge generation" or "knowledge dissemination," around specific activities, around a host of other sorts of approaches that are also possible. We probably all agree that with reference to the three Cs there ought to be more of it. Right now we have a special and unique window of opportunity, especially as OERI approaches the recompetition of the labs and the centers.

I have tried to lay out for you quickly what I see as an emerging trend, a trend that coincides with a topic that is on your mind. I have tried to quickly give you an example of a topic area that OERI has been working on for some time and has a variety of activities blossoming. And I have tried to suggest that perhaps as these two things begin to intersect, we need to think a little bit more how the so-called three Cs relate to both of these issues.

John Hollifield

Associate Director for Dissemination and Outreach
Center for Research on Elementary and Middle Schools
Johns Hopkins University

I am the Associate Director of the Center for Research on Elementary and Middle Schools, basically the Associate Director for the new Center on Research on the Disadvantaged. We have two centers at Johns Hopkins. I have been in the Center for 19 years now. I disseminate information and research products. That is my responsibility. After 19 years I am still enthusiastic and still disseminating.

For over 19 years we have collaborated extensively with ERIC, other centers, regional labs, NDN, OERI, and with NAESP, ASCD, NEA, NASSP—you can make up a random acronym and we have probably worked with it. I have a three-page list of our collaborative activities with OERI, NDN, and so on. I am not going to talk about that. Anyone who wants a copy can have it. I think it could serve as a model for some of the kinds of collaborative activities that can take place. What I really want to do is talk a bit about the R&D system and my view after 19 years in it of how things might be integrated.

The elements include OERI, R&D centers, regional labs, ERIC clearinghouses, and the NDN. But these all have to work in conjunction with one another and in conjunction with national education associations, individual researchers, multiple special interest groups, and all of this should be pulling together to improve American education.

To elaborate a little, OERI should fund institutional research, development, and dissemination but must have the latitude to externally fund special interest projects, conduct in-house special interest projects, fund field-initiated research by individual researchers, and if the system is to be a system, somebody must coordinate, and OERI is the natural selection for that. R&D centers should conduct basic research and development, but their mission areas should determine the nature of that R&D. Some centers, depending on the mission area, should be devoted almost exclusively to basic research.

Others, working from a stronger existing research base, will be more heavily into development, implementation, and evaluation.

. . . labs will not look alike. They will all look like what they need to be in order to serve their regions most effectively.

Some centers, like the Hopkins centers, will be what we call full service centers. We take the results of research all the way through development into institutionalization in schools and districts because we want to get that bottom line, which is improved student learning.

The regional laboratories should continue to assess the R&D needs of their regions and respond to those needs with R&D information and assistance. But the labs should also develop and maintain the capacity to conduct research projects and programs as needed in their regions. Lab researchers should be working hand in hand with innovative schools and districts. They should be helping to tailor existing research to the innovative efforts of the schools, implement programmatic efforts, evaluate results, and provide needed further research as programs progress.

There are questions now whether labs should be involved in research, whether they should work directly with schools, whether they should be more entrepreneurial in their approach to seeking funding from sources other than OERI. I say the answers to these questions are simply yes, yes, and yes, all in the name of acquiring and maintaining the full

capacity to meet the needs of the regions. Given this model, labs will not look alike. They will all look like what they need to be in order to serve their regions most effectively.

The National Diffusion Network, one of my favorites, is a system of State facilitators, funded developer demonstrators, and a program effectiveness panel to certify effective projects. The NDN offers a precise model for dissemination and use of research-based R&D. And it is even a model with some evidence that it works in terms of improving student achievement.

In an integrated system, the R&D centers and the regional labs would avail themselves fully of the NDN dissemination capability by channeling their research-based school improvement products into the NDN as one major avenue of dissemination. This takes some work. The products and practices must be experimentally proved to be effective. But this is work that labs and centers should be doing as a matter of course.

Right now only one regional laboratory, the defunct CEMREL, and one R&D center, which is the Hopkins Center, have put research-based products into the National Diffusion Network. This is a sad state of affairs. Centers and labs need to engage more in research and development that produces proven effective programs and practices for use by schools and districts, and they should move these programs and practices into the NDN. As part of this, in my opinion, the NDN is structured to improve schools by working with schools to install R&D-based products, and there is no need to add the dissemination of research information to the NDN. We have ERIC to do that.

And ERIC. I think one real need here is to let ERIC be ERIC, to let ERIC concentrate on its mission of information dissemination and not dilute this effort with lists of additional tasks. ERIC's primary purpose is to maintain a national repository of up-to-date education research information and provide that information in various forms to users. ERIC accomplishes this purpose well. The ERIC clearinghouses can document that their services are used extensively, and labs and centers contribute to that accomplishment by providing the ERIC system with education information.

But what else is expected? You can tell what the expectations are by the criticisms that ERIC gets. First, not enough people use ERIC, so the expectation is that ERIC must promote more use of the system. The second criticism is that the information is not always the best information. So the expectation is that ERIC must exercise better quality control. Third, the information is not in very useful forms. So the expectation is that ERIC must do syntheses, analyses, and summaries that make the information more useful.

These are all legitimate. Most clearinghouses are doing them to some extent, and much of what they are doing is in collaboration with labs and centers. In the past 2 years the Hopkins center has produced two ERIC digests and two monographs especially for the ERIC Elementary Education Clearinghouse, which is one of our partners and is a natural alliance.

There is a fourth criticism of ERIC that bothers me, and this is the criticism that ERIC information is not well used to improve education. The expectation then is that ERIC must therefore not only maintain and provide education information but also develop mechanisms and procedures to ensure effective use of the information. The criticism that we are not making effective use of education information is justified in general but is not justified as a criticism of ERIC. No other library system is held responsible for proper and effective use of its information, and ERIC should not be either.

I need to belabor this, because I like to belabor. The effective use of research information is a whole other ball game. I would contend that the use of research information from ERIC and from labs and centers has often contributed to school improvement. But if you ask me to document that, I am going to run and hide somewhere. I would like to see somewhere in the near future an extensively funded effort—scratch the "extensively"—just a funded effort to produce such documentation, to provide some evidence that dissemination of research findings through ERIC, the labs, the centers has definitely contributed to school improvement.

We need hard evidence that the dissemination of research information has an impact on the school improvement bottom line: improved student learning.

As an example, our center has extensively disseminated research about the effects of ability grouping in elementary schools. I make the claim that this research has been valuable for schools and districts in organizing their instruction. I have no evidence for this claim. Other centers and the labs and ERIC have similar experiences. We need hard evidence that the dissemination of research information has an impact on the school improvement bottom line: improved student learning. Such evidence, when gathered, will strengthen the entire R&D enterprise.

I have left a lot of issues for discussion. I touched on an expanded role of centers and labs in working intensively with districts and schools. But what other sets of institutional projects might be created to do that kind of work and what are the specific roles in this integrated system for the numerous education associations and organizations and special interest groups? There are a lot of other questions. A final question: Does all this require more funding, and where is that funding going to come from?

David Crandall

Director, Laboratory for Educational Improvement of the Northeast and Islands
The Network, Andover, Massachusetts

I hope my remarks will provide the basis for conversation among yourselves and among us later today and over the next year or so. This symposium is about one of the more important and perplexing and persistent problems that we face in the R&D world.

I especially resonate to Bruno's noting that we do have a window of opportunity. I wish it weren't a window that was all that was left of the building we had constructed between the late 1960s and the late 1970s, but I think the fact that there is at least a window left and that it is open is a very encouraging sign and I appreciate your acknowledging that. I am especially grateful to Sharon for the invitation. She is smart enough to figure out how to get "three-fers," which I am usually not. White, male, Anglo-Saxon Protestants rarely get that kind of a check mark. But I am here as a lab director; I am here as the head of an organization that houses a NDN facilitator and did a developer demonstrator, and one of OERI's "centerettes," as we call them.

And you have a special treat. It will be interesting whether you see the differences. You have, in my simple formulation, one of the veteran centers, Johns Hopkins, one of the new centers, Susan's at Rutgers, and a representative of one of the little weensy centerettes that were sort of the leftovers when the big guys got carved up. So you have an array of people who come at the research end of this enterprise in different ways.

I come at this having spent 20 years involved in endeavors that have knowledge utilization in schools as their ultimate intention. When I started The Network in 1969 it was with the idea that the wondrous knowledge captured on those little tiny microfiche things should somehow get into the heads of school people and that an intermediary structure was needed.

That image has guided our work over the last 20 years as we have moved through successive engagements with Federal support at each level of enterprise, from the practice improvement level, directly working in schools, the policy advice level, through research studies.

We have been involved in the NDN since 1974. It won't come as any surprise to you that I am a fan of the NDN. My support and belief in that endeavor was reinforced as a result of a study that I directed in the late 1970s, which was the last major study of Federal strategies for improving education, and it demonstrated that indeed the NDN was a successful strategy.

That it has persisted and flourished, albeit at the same level of funding as all of the rest of us, is, I think, a tribute to that. That ERIC has persisted, that the clearinghouses still exist, that the regional labs exist, that the centers exist, it seems to me, is a fact of life that it would be nice if some of our "friends" acknowledged and built upon as opposed to lamented and attempted to alter.

As that window is held open by those of us who are optimistic, I hope that we can row the boat with our oars going in the same direction for once. That may be something the new OERI leaders should ponder as they take up new responsibilities. I can tell you more about what happens when boats go around in circles. They tend to run into things and often sink. This one hasn't sunk yet. So there is hope.

[W]ithout the intermediaries it is tough to move the information from the archive into action.

We did the last major study of ERIC. Among its findings were that the people in the process were pretty important, that without the intermediaries it is tough to move the information from the archive into action. We disregard those kinds of things at our peril. I am not suggesting that you aren't aware of these things. I am just reinforcing them in the context of what will be my subsequent remarks.

I have the additional good fortune of heading the regional lab that serves the area of Congressman Major Owens of Brooklyn. He is the gentleman who oversees OERI, our sponsor. So we are especially attentive to his perspectives. When he visited us with his staff a year or so ago, after we had finished telling him what we were up to, what we were doing, what we weren't doing and why we couldn't do it—that's where we pitched the "we need more money"—he actually initiated an intelligent discussion about ERIC. I was very encouraged by that. He also insisted before we left to see our "library." I explained that we didn't have a library; we had a resource center; and that it was a weensy one because we didn't have any special funding for that. But he was interested in looking at that and in looking at the resources that we had that allowed us access to the ERIC resource, both paper and through our microcomputer hookups.

That there is a fan and a supporter there is again no news to you. He's a fan of a lot of things, but let's put them under the umbrella of R&D, because I think he is one of our supporters. His special concerns for the children in our inner cities pose a special challenge to us. I am not so optimistic about that one, frankly, given the current level of funding, but I think we can make a substantial dent in that, especially if we can make some inroads on the collaboration front.

Turning to that briefly, let me share with you some notions that I think give us a handle on why we have a problem. Some of you have heard me say this before. Collaboration is not a natural act and the positions that you have to assume are not always comfortable. Most of us are not into pain, and collaboration the way that I mean it sometimes involves passing through the pain period before you can get to the pleasure.

But for people who have gotten there, I think we can say that it is worth it. We are talking about collaboration among institutional or organizational entities: labs, centers, the components of the National Diffusion Network, ERIC. Those entities have, as is no news to you, quite different audiences that they emphasize and quite different agendas that they pursue as a consequence of their mission strategy and preferred tactics.

If you think about three notions, I think you will see where some of the problem comes from. Imagine a circle that has here "generality" and over here "simplicity" and down here somewhere "accuracy." Those are concepts to which I think it is fair to attach the activities of labs, centers, et cetera. For example, the research endeavor, is focused on generality, typically. Those of us who work directly in schools know that what they want to know is how accurate it is for them, the single case: "Well, it doesn't fit our circumstances; it's too abstract, it's too general."

Those three concepts arrayed around a circle, it is suggested, constitute a condition of impossibility: You can't get there from here. That is what we are trying to do when we try to bring research into practice. That formulation, set down by a Canadian named Thorngate 10-plus years ago, helps us understand why this is a persistent problem. It is very tough to move research into practice because the nature of it—research—is very different from the nature of it—practice. But as I said, I am an optimist.

Here are the steps that I would suggest we consider to continue to close the gap, as I think we have. One, I think we need to declare a belief in the special value of research and development and its outcomes. That's a value statement. It is okay to make them sometimes. It is important that they be affirmed. And I don't think that they have been.

We are talking about a belief that I think we all share, at least in part, that the outcomes of our work are qualitatively better than those that are pursued in a less systematic, less organized fashion. That is not to say that there aren't other kinds of knowledge that are equally good; we're among those who are advocates of carefully developed practice-generated knowledge as well as conventional R&D knowledge. But that is a value statement. We have had trouble demonstrating, as John noted, the bottom line payoff of that. It doesn't change the fact that we have to declare it as a value.

School people don't want it easy, but they need it simple. That doesn't mean simplistic; it just means simple.

I think we need to acknowledge the continued need for some sort of a translation or development or repackaging function, whatever you want to call it, and the fact that the people out there who are the folks that we hope will eventually use R&D need help. School people don't want it easy, but they need it simple. That doesn't mean simplistic; it just means simple. We are inundated on a daily basis with hundreds and hundreds of teachers who want to do better for the kids that they are concerned with. They do not know how and they are not in settings that help them. We are part of the support structure that potentially could.

So it seems to me that after we declare our beliefs in those kinds of things, including at the Federal level, we maybe could make the pitch that in the spirit of increasing our international competitiveness maybe we need to change some of our national competitiveness practices.

We have an infrastructure here. Every 5 years, 3 years, or whatever, if the current cycle persists, we consider breaking it all down and building it over again. That's dumb, in my opinion. I think the elements that have stood the test of more than two decades—the clearinghouses, the regional laboratories, the State facilitators of the NDN, the parts that, it can be quite reasonably and persuasively argued, should be permanent parts of the infrastructure as institutional entities—should be preserved in that fashion.

We ought to find a way of cracking the nut on that part of our common enterprise. What they do, what they are focused on, and so forth and so on, is a different issue. But it is as if you are going to tear up the roads, the bridges, and the sewers every 5 years and then ponder how to best move people and trash. It doesn't make any sense. I think that it would be possible to crack that nut while still answering the call for necessary competition.

Once we do that, then I think it is necessary to affirm and attack with adequate resources the persistent problems that face our educational system. Separate from whether they are the ones you would agree on, the problems of the disadvantaged, the underclass, the at-risk, et cetera, however you package that one, it seems like it is with us and is going to be with us for a while. That warrants special kinds of attention. Whether it is by a super center of the sort John referred to as a full service center, I don't know, but I would support that. You could find fans for classifying science, math and technology in that category as well. I think a lot of people would say that's a place where we have a persistent national problem. And it is going to last longer than 5 years, folks, and require more resources.

I have already noted that once you have made some of these moves, you ought to be able to stabilize the practice improvement infrastructure, which for me at this point is the labs, the NDN facilitators, and the ERIC clearinghouses. Those institutions you don't move around unless they do something that is really outrageous in their performance, and there are a lot of ways to handle that one.

Then we get to the collaboration part. So far this has been easy. Now you have to regularize exchange relationships between those entities that go beyond the superficial. Bruno noted his three Cs of communication, cooperation, and collaboration. I would put those in a hierarchy and stick coordination in the middle right after cooperate. I think we need to understand when we are doing each of those things they

are not the same thing. Collaborating is not the same as cooperating; it's not the same as communicating.

Those of you who have been around for a long while, there was a thing called the Dissemination Analysis Group, DAG. In the late 1970s it sponsored two national forums. They brought together all of the players. It has been over 10 years since there was such an effort. One of the things that the DAG put together was a definition of dissemination that many of us seem to have forgotten. It moved from "spread" to "exchange" to "choice" to "implementation." Implementation is the last and the toughest stage; it's the most complicated and incorporates all the foregoing. The three or four Cs of communication to collaboration are the same sort of hierarchy. You need to understand what you are doing when you are at each of those stages and that they relate but they are not the same.

Paying attention to those distinctions and reinforcing those relationships is a special responsibility that I think it would be possible and desirable for OERI or its successor to organize, to facilitate. They could reinforce that. There currently are very few organizational incentives for the kind of exchange that goes beyond simply licking the stamp and sticking it on your latest report and firing it out in the mail. Yes, individuals relate in different ways, but the organizational entities don't.

DAG put together . . . a definition of dissemination that many of us seem to have forgotten. It moved from "spread" to "exchange" to "choice" to "implementation." Implementation is the last and the toughest stage . . .

I'm a fan of forcing that, by the way. I think that when people don't want to do something, sometimes you have to help them to see that there is an optimal way. We have tried it once, and it hasn't worked, but I think we should try it again. So OERI, I would advise, could play that facilitating role. It is combining the forcing function with the friendly support in facilitation and avoiding the third F, fouling it up, which there is a terrible tendency, I'm afraid, for well-intentioned people to do.

And if we can get our friends the Feds to stay out of the road for a while on some of these things, we will all be better off. We need time to get our own acts together, whether it be in networks or subnetworks of like-minded people or umbrella organizations. Yes, we know you, OERI staff, want to be involved. We want you to be involved, but for some of these moments we need our own time for our own processing. We need to be able to invite you, not have you invite yourself. At the same time, I think you ought to require us to sit down and knock our heads together on some stuff and do that in some ways that haven't been tried yet.

Then I would go back to what I said before and suggest that some of the communications that you might have that would be facilitating to our overall mission would be directed to the advisory boards, governing boards, and other of our oversight entities. We would be helped by messages from OERI that reinforce the beliefs that I noted before, that R&D is special knowledge, that it is what these institutions are about, that it is what we are about together, but that it is a long-term problem. We are going to get on with it and not just be distracted by the short-term stuff of today's hot topic. We need some help on that score. You guys can give it to us. And we can give it to each other. I look forward to being part of that process.

Susan Fuhrman

Director, Center for Policy Research in Education
Eagleton Institute of Politics
Rutgers University

I appreciate the invitation and the opportunity to speak to such a distinguished group. I especially like being able to follow John and David instead of preceding them, because now I can agree and disagree and not forge out ahead on my own. I also appreciate the background papers that were prepared for this meeting. I thought that the summary of the September working group was most accurate and very helpful and the background paper specifically for this meeting was particularly useful.

I especially like the caveat not to think of collaboration for its own sake but to keep our eye focused on Bruno's bottom line, on John's improving schools, on RD&D systems, on collaboration for the sake of improving the efficiency, the quality, the impact of educational research and development.

Of course it is not necessarily so that collaboration would have such an effect. It may in fact take place for its own sake without an eye on the bottom line, and that is what it is really important to be careful of. So I would like to talk for a few minutes about collaboration with that caveat in mind and then for a few minutes about improving the impact of RD&D, about the bottom line, about activities that may be achieved without thinking specifically about collaboration.

I have four points about how to conduct collaboration in the service of improved RD&D. First, it occurs naturally. John's center, which has been in existence for 19 years, collaborates. Our center collaborates. We conduct research with other centers; we involve researchers from centers and labs in meetings that we host; and we have cosponsored workshops with regional labs.

It occurs when people perceive common interests, when they know each other and really get to know each other in face-to-face, personal interaction, and they think that they can work together. It occurs among OERI-supported projects even when OERI is not footing the bill. We are

hopefully about to receive a grant from NSF with another OERI-funded center. So here is collaboration occurring on its own and not because anybody is making us do it, but because we thought we could work together in useful effort.

I disagree with David. I don't think that such collaboration needs or requires incentives from OERI to take place. Fund setasides and special competitions might in fact result in make-work collaborative projects and not necessarily in the kind of collaborative projects that keep their eye on the bottom line and that are in the service of improved RD&D.

The same problem would occur with rewarding collaboration per se. It is possible that the same resources could have been used better by an individual institutional project. Collaboration in and of itself should not be rewarded or encouraged. It's only collaboration in the service of improvement, and I am afraid that special competitions centered around collaboration rather than the goal of improvement, however you get there, might send the wrong signal.

I do think, however, that OERI can facilitate collaboration in a number of ways. It can certainly provide occasions for those of us in the system to get together and to get to know each other and to forge the kind of relationships that lead to working relationships.

Collaboration in and of itself should not be rewarded or encouraged. It's only collaboration in the service of improvement . . .

It can increase its information-sharing activities and enhance them. Our liaison calls us up frequently and says did you know such and such a center was doing X or Y, and maybe you ought to get in touch with so and so. I am sure that other liaisons do the same. We need more of that—the databases, the reports, the opportunities—to find out what we are all doing.

And I think OERI can remove barriers where they exist to sharing data or to sharing work in progress because of confidentiality or whatever other problems might stand in the way. I think OERI needs to think about the comparative advantage of each type of institutional project much in the way that John suggests and what each institutional project can best do.

Speaking from the center's point of view, I agree with John that some of us consider ourselves full service centers. We certainly do. We think of dissemination and technical assistance as part of our mission. Not everyone does. But even so, our resources are not ample enough to permit the kind of extensive dissemination and technical assistance we would like to do and we would very much like to work with others to do that more effectively. If there were ways to establish routine mechanisms for other institutional projects to assist us in dissemination, to assist us in preparing briefs, and in distributing policy briefs, to assist us in disseminating our reports, we would certainly welcome it.

Speaking for our center, we would like to continue to publish our own reports, to maintain quality control over them. We would like to do our own face-to-face dissemination. We believe there is no substitute for the people who do the research talking about it to the research clients, and it is very helpful to have contact with the field in dissemination and setting one's own research agenda and testing the generalizability of findings. So we would not give that up at all. But we would certainly welcome assistance from any other type of institutional project in synthesizing information and in distributing it more widely and finding ways to magnify our impact and to share the resource that such spread requires.

Turning to other ways to improve RD&D besides collaboration among institutional projects, I think that OERI can facilitate one of the kinds of collaboration that John was talking about between OERI-funded projects and the field, and that is to work with associations who are among the most important purveyors of research information.

We work closely with policymaker associations, and I know other centers work closely with practitioner associations. We spend our own resources to convene these folks and to keep in close contact with them. It pays off. It pays off because it helps us to set our research agenda, to meet the needs of their constituents, the same constituents that we serve. It helps because they pick up and publish some of our things in brief reports or even in report form. And it helps because we end up sometimes in joint research projects just as we have with other centers when we know the people involved. For example, we are currently involved in a joint research project with the National Governors' Association and just completed one with them a brief while ago.

I think OERI can encourage links with clients and clients' groups in mission statements and in continuing liaison work with centers. I think OERI can provide opportunity for client groups to meet and hear center researchers, occasions for hearing and interacting with researchers from a variety of centers, and facilitate that kind of interaction which is really important to getting the research to the clients.

Finally, I think OERI can work with other government agencies and collaborate itself to enhance RD&D. For example, working with NSF in the areas of math and science could certainly improve the resources and the integration of projects addressed to improving math and science education.

I think it is important to reinforce the background paper's notion that collaboration for its own sake may not lead to improvement. It may lead to well-intentioned but not particularly promising work and not the best use of resources, and at the worst, it may lead to make-work just for the sake of collaboration. Focusing on collaboration among institutional projects may limit thinking about other ways to improve RD&D, such as working with client-based

associations. Collaboration is important when it keeps its eye on the bottom line, and I think there are a lot of ways to do that.

Christopher Cross

Vice Chairman, Macro Systems, Inc.
Silver Spring, Maryland

I am going to depart a bit from commenting directly on the presentations we have heard this morning and raise what are, I believe, some other important issues to consider in today's general topic and the general topic of education dissemination and information.

As Bruno mentioned, I spent some time on the Hill; I also worked on education policy with the Department of HEW in the early 1970s, before there was a Department of Education. For the past few years, having been outside of the government, I have tried to look from the viewpoint of the consumer and the user, at the enormous array and variety of ways in which the Federal Government tries to provide information to people out in the field. For example, I think in terms of the school my son attends, and I wonder how the teachers and the staff members can possibly comprehend and deal with the complexity of the current system.

One of the things that we really must do is to look at this system from the viewpoint of that consumer and that user, recognizing there are other consumers and users as well. There are school board people, and administrators, and researchers, and policymakers in the States and in the Federal Government. I think we need to look at the system from their perspective.

For example, I would advocate that the Department, through ERIC or OERI or some other manner, consider actually asking some of these consumers to participate in a focus group. Although this may not be the right terminology, it would be a similar group where we could really try to understand from listening to these people what information they need, how they would go about trying to get it, and what barriers exist in the current system that prevent them from getting the information they need. I wonder whether we have made the system too complex and have created a situation that is detrimental to the essential goal which all of us have, and that is to try to improve the education enterprise.

Bruno mentioned that I spent some of my time in the last 2 years working with OERI, with PIP, first with Milt Goldberg and now with Nelson Smith, looking at what the regional educational laboratories have been doing and will be doing in terms of the recompetition. One of the things that we did in our initial report, which was about a year and a half ago, and have repeated in this report, is to also look beyond OERI. The conference here this morning and the report that Bruno mentioned, which was done in preparation for this conference really center upon OERI. And that is understandable. That is where the people who are involved in this enterprise reside, both inside the Department and outside it.

But if we look at the array and the variety of other things that exist that go beyond ERIC and NDN and the labs and the centers and all of those things that we have already talked about, we must also, I think, step back and include things like the Chapter I centers, the special education centers, the bilingual centers, the drug abuse centers, the vocational education research activities. Susan mentioned NSF. There is also the arts endowment, the humanities endowment, and other providers of information.

If we are going to have collaboration, cooperation, and communication, we must step back and examine that whole array of things. It has been now almost 25 years since the Elementary and Secondary Education Act was first passed. That Act and the Cooperative Research Act created the original labs and centers; and then Title I was created. In that period, particularly from the mid-1960s to the early 1970s (with a little bit thrown in by the most recent Congress) a variety of other providers and other institutions have been created in the research, development, and dissemination world.

[T]he time has come . . . to step back and look at the whole varied enterprise of research, development, and dissemination and to ask the question: What needs to be done now?

I hope I am not giving away too much of what the Laboratory Review Panel has said in its report. Although the idea did not originate with us, one of the things we are advocating and that I personally feel very strongly about is that the time has come for the Department, for the Federal Government, and for the profession to step back and look at the whole varied enterprise of research, development, and dissemination and to ask the question: What needs to be done now?

In the mid-1960s, when these original institutions were created, most of these groups were new; there was nothing else in existence. We now have a wide variety of other organizations, of other providers, of other needs that are in the system. As we go into the 1990s and into the 21st century, I think it may be time to call for something like a National Academy of Sciences/National Research Council panel to look at this enterprise and to think it through and come back to the Department, and to the Federal Government as a whole, with some recommendations for organizing the RD&D system. The old answers may not be sufficient any more, and in fact we may need to really examine some of our assumptions about why and how the current situation has come to be.

I also think we need to examine the fact that there are different users, different consumers out there. One of the things that may have happened over the years is that we may have designed a system that is appropriate for sophisticated users, users that tend to be more like us, people who are in the research community and the policy community, and we may have forgotten that there are many people out there who simply need basic information. They may need to know from Emerson and the Center staff some basic statistics and data about what exists in the way of teacher preparation, enrollment, what is being spent, and what the projections are in terms of forthcoming enrollment and the birth rate and that sort of thing. There is probably another level of users or consumers who are a little more sophisticated, and finally there are the most sophisticated users, the people that we probably deal with most often.

Because different computers are suitable for different users, your children, if they are in elementary school, may be using an Apple II or something of that sort. As parents, you may be involved in a more sophisticated system; you may use or have access to an IBM mainframe computer. In the same vein, we need to consider how to design different levels of getting into the information system.

I would also suggest that from the viewpoint of the Department we need to build in dissemination and communications as a fundamental part of all the research grants that are given out, of all the contracts that are awarded, and that there needs to be then some way to make use of that information and data. It is just not good enough to say at the end of the contract or the end of the grant that you have to turn over your data and it has to be in machine readable form and all that; the point is, what are we going to do with it? Some things need to be thought through about how the Department is going to respond to its stewardship of that kind of information and data, how it is going to make it available, and what does that responsibility mean.

My final point is that I think we also need to recognize the fact that the procurement mechanisms that have existed even longer than the labs, the centers, and the ERIC system may not really be appropriate for the kind of relationship that needs to exist between the Federal Government and institutions like your own. The constraints that are there in contracts, the lack of accountability that may be there in the grant mechanism, the protections that are there in the contracts with the providers, the unilateral nature of a grant—all of these things really beg the issue about the unique kind of relationship that exists between the Federal Government and institutions that are providing the kind of services we have talked about here today.

That is certainly something that can't be solved by this group, but it can be solved if the Congress becomes an advocate and the Executive Branch begins looking for new mechanisms to do the job. I think that is another point which I believe needs to be looked at in terms of the long view.

As you can see, I haven't talked very much about the others and their presentations this morning. I don't disagree with any of them; I think the points they have made are very good. I would like to thank those who provided the materials for today's session, Sharon and her staff and others. I hope it has been helpful. I certainly found it very informative.

Willis D. Hawley

Dean, Peabody College
Vanderbilt University

It is a pleasure to be here. I am going to try to do two things. I want to share with you some general principles or some bases for collaboration. Secondly, I want to comment on the nature of the research and development system we have been talking about.

Hopefully these two sets of comments will overlap with what the previous speakers have said. This is what is called in the trade a dump, which is to say I am going to put a lot of information on the table, but we are all used to that.

I want to suggest five or six principles and give you some examples how each of those principles might apply to the development of productive collaboration. Presumably, if these are really principles, they are heuristic and therefore would lead to many more ideas. That is for you to judge.

What are the bases for collaboration? Number one, common interest. We have talked a lot here today about priorities. One might expect this common interest to be student learning. But in fact, if you listen carefully, those commenting today didn't say student learning. They said school improvement or the equivalent. My judgment is there is a big difference between student learning and school improvement. And if you don't believe that, think about the debate today about restructuring. Very little of it has to do with direct concern for student learning, although the assumption is that restructuring will somehow benefit students.

I don't want to get off into that set of issues, but I think we need to be precise and we need to know what we are talking about when we say learning. If everybody, in fact, had this set of concerns and saw a need to justify restructuring by its contributions to student learning, we would be better off.

Related to that is the idea that researchers often don't see a relationship between their role as researchers and the utilization of knowledge in the field. That is to say, researchers usually say, and I think most of us believe, that we are in this to enhance student performance. But the model we have in our heads is a linear one; that is, the knowledge that is generated is "disseminated" and lands out there somewhere and somebody does something with it. Meanwhile, we go on about our business.

But there is another model, a model which we see in some other fields—medicine is a good example—in which the implementation process itself is part of the generation of new knowledge and the generation of a set of research questions

that need to be developed. In my particular institution we happen to have a basic research enterprise heavily funded by the Federal Government, though not this Department of Education, thank God! (Not because I don't love this agency, but because the NIH has a lot more money.) In medicine, the relationship between research and practice is seen as reciprocal and this provides the rationale for collaboration.

The second basis for collaboration is trust. The actors have to trust one another. Part of this has to do with the perception that everybody is engaged in quality activity. We will say we are. But, in fact, there is a lot of low quality activity that passes for research and development.

There is too much research already; there is too little good research.

The ERIC system, in placing emphasis on the volume of work that is done, diminishes the quality of work that is done. You know very well that when you recompete these enterprises, the volume of activity will be weighted heavily. There is too much research already; there is too little good research. But it is hard for practitioners to separate the weak from the good, given the time they have to consider the information. Our unwillingness to be more selective and critical undermines knowledge utilization because it undermines the faith one can have in the research.

Another principle of collaboration is that perception of mutual benefit is essential. Part of this will derive from a shared concern about outcomes, but it also depends on what our mission is perceived to be. Why, for example, should the centers and labs collaborate? There is involved here, too, something that is called the norm of reciprocity that is important. That simply means that collaboration occurs when there is the perception of equal contributions to a collaborative activity.

In the world of academia, there is a hierarchy of the values placed on different aspects of knowledge production and use, as you well know. At least among some people in the research community, research itself is the highest value. Dissemination is usually not highly regarded. It is a necessary thing we've got to do, but it is not high tech; it's not really good stuff; it doesn't require the same quality of mind; it doesn't need tenure, et cetera.

Part of the problem, I think, is we have not thought through how we could create kind of interdependencies that would lead to equal status. In my judgment, I think it is important for the labs to have a role in the research enterprise because absent that role they will be seen as second class citizens vis-a-vis the research community. None of us will say that in public, but we, in fact, perceive it. In talking to some of my friends in the labs, I think they perceive that their limited research activity has undermined their status.

A fourth general proposition about collaboration is the need for a common language. For example, the word "research" is a badly abused notion; "learning" is something that means almost everything; and "knowledge utilization" itself is, at least, a sloppy term.

It seems to me there are, at least, three very important distinctions to be made. One is the effort by practitioners and policymakers and other researchers to use the information. The second is the adoption of that information. The third and most important, probably, is implementation. But we can't hold the knowledge production process itself accountable for implementation except insofar as its role is to study implementation. On the other hand, we can hold the process accountable for efforts on the part of practitioners to utilize that information.

A fifth basis for collaboration is what I might call common constructs. I have had the opportunity lately to read a lot of research on why people use knowledge. I have come to be impressed by a body of research, relatively new, I think, which explains this in terms of "explanation-based decision making." That is, people have in their heads an explanation for how the world works. When information they are provided with fits that explanation, they use it to elaborate their world view. If it does not, they dismiss that information or modify it. Sometimes, this willingness to use information is explained in terms of "value fit." But more than values is involved. It is also their understanding of what works. So it would be very helpful if we started talking in terms of some kind of causal understanding of sources of student learnings.

Incidentally, I reviewed many of the models that were in the proposals that went to OERI during the Center competitions last time. They have a different conception of the fundamental processes by which children learn. This conceptual confusion is an important barrier to our ability to communicate and build a solid research base upon which to rest changes in policy and practice.

From my point of view, the way this particular group should be thinking building models is in terms of how policymakers and practitioners think. They grasp for certain kinds of explanations, because those are things with which they can deal. For example, policymakers and practitioners are not interested in social class per se. They can't manipulate social class.

We should think about ways to enhance the self-interest that individuals have in collaborating.

The final basis for collaboration is self-interest. We should think about ways to enhance the self-interest that individuals have in collaborating. Collaboration is not a natural act for most people. It may be for some of you because you are so committed to it. But, in fact, collaboration is a costly activity.

Let me make a few comments on the Federal R&D system. I owe some of these thoughts, let me acknowledge, to Art Sheekey, who has been my tutor for more years than I want to remember. Let me make again five or six quick points. There are important missing pieces to the system itself. One of these relates to how we conceptualize the system. So my first point has to do with the missing piece of the system, which is to see the knowledge utilization part feeding back to the research part. There are ways to do that.

But a more important thing I want to emphasize is that there are three reasons, it seems to me, why people who are practitioners really want information. One is that they are very confident and they have had some success experiences in the past using information. This type of person becomes an information junkie and they see that as part of their own self-interest. They like to talk about cutting edge activity, and, to be cutting edge, it is helpful to know the latest research and a few concepts to throw around.

Another knowledge-user is the person who is desperate. For this user, any information will do. It doesn't matter whether it is good or not so long as the information kind of fits the immediate need of the potential user. The third reason people use information is that this is their role. Those whose job it is to acquire information and to use it are relatively few in number. If you think about school systems, for example, who is it in a school system whose job it is to utilize research, especially at the school level?.

This limitation on the use of knowledge is important and it could be addressed by changing the role of librarians. Their job has been to provide learning resources for students. But, why couldn't they also provide information to teachers to help teachers teach and to help school administrators facilitate the work of teachers? It is interesting to note that the American Library Association has endorsed this general idea, but having tried to implement such a program in my own university to prepare libraries accordingly, I can tell you the world is not yet ready for it.

A second thing we should do to strengthen the R&D system is to rethink teacher and administrator training, because those programs are increasingly organized around the idea of enhancing the craftsmanship of people in the field. They are big on internships, practical experience, and above all, relevance. The point is that there is little emphasis in these programs on knowledge utilization and problem solving. Until we attend to the predispositions and capacity of practitioners and policymakers to be information users, we will not have a market among the most important of our consumers.

Let me use the report that you all have to make the last point. The report shows the organization without showing schools and policymakers. The point I want to make is that when we think about the Federal R&D *system*, we should think about its clients as part of the organization, an idea that Chester Barnard tried to impress upon organizational theorists in business schools some 50 years ago.

The third point is that the Federal R&D system needs to accommodate to the new role and capacity of the States. I know that is an issue that you folks have thought about some, but it has big implications not only for the role of the labs, but also the role of the ERIC system. We need to think about and anticipate radical restructuring of the entire R&D system. Some of us have advocated the establishment of a National Institute for Urban Education. I had an opportunity to talk with the Under Secretary about this last night. There is a lot of group interest in this proposal.

We need to think about and anticipate radical restructuring of the entire R&D system.

Some of us see this as a stalking horse for a reconceptualization of the entire system. I certainly think we are not ready to move toward the National Institutes of Education, but such a proposal does try to accommodate to the need to better integrate the elements of the R&D system, including ERIC, so that the system can be more helpful in addressing significant problems.

Finally, let me suggest that the ERIC system needs to be realigned. I think about this in two ways. It can either realign with the producers or with the consumers, but you have to be on one side or the other, it seems to me. One way to do this is to either consolidate or cluster the existing ERIC centers. The second is to think about aligning the ERIC system with the priorities which are manifest in the missions of the research centers.

Those are two sets of ideas. Hopefully, they will provoke further thought. Thank you for the opportunity to be here.

Milton Goldberg

Director, Office of Research
Office of Educational Research and Improvement
U.S. Department of Education

I am going to make some comments about what I heard without necessarily referring to the specific individual who made the comment.

First, I was struck by the mention of the number of programs across the government that are not attended to in the papers that were discussed here, nor were those programs mentioned very much in the presentations.

I must say that as a government bureaucrat I myself was struck by the notion that we have a lot of nerve asking others to collaborate when you consider how inadequately we do it ourselves. But that doesn't stop us, nor should it, I think. I think we should continue asking and pressing ourselves to consider better ways to work together with others who have mutual concerns.

The issue of the bottom line came up more than once. It struck me that that is not an unimportant matter. I would like to make a suggestion. You can't make student learning the bottom line, because every time we tried over the years with the institutions with which I have had some association, whoever they are, it has always been pointed out to us that there are so many other variables that you can't really do that; you can't really hold the institution accountable.

What I would suggest is that the bottom line has to be through some agreement we reach on what we agree an institution can be held accountable for. In other words, who are the consumers that you are attempting to help, and what are the ways you propose assisting them, and how will you be held accountable for the quality and nature of the service. I think there is not adequate agreement about bottom line across all the institutions that we presently support.

On the issue of the cost of collaboration, I would like to suggest that I do believe that collaboration is costly. I also believe, however, that some of the best examples we have of collaboration that I am aware of have occurred naturally. So I agree with Susan in that regard.

I would like to suggest that one of the things we ought to do is perhaps identify some of these examples of collaboration that have occurred and try to learn more internally. After all, we are an R&D organization. Perhaps we ourselves ought to study a little more about how these things have worked, what has made them work, and perhaps do some documentation of these collaborations that might be made available to all of us.

[T]he clients of the work that OERI supports need to have a far more important role in the formation, the implementation, and the evaluation of the work we support.

On the issue of dissemination, Chris' notion about dissemination being part of all grants, I couldn't agree more. I don't think that necessarily means that every organization and every grant needs to accomplish exactly the same things, but every organization that gets an award from OERI, it strikes me, needs to consider how the consumers who are supposed to benefit from this piece of work will either get the information or will be helped to get the information that this particular award will make available.

I also believe, however, that the institutions that are represented in this room do have primary functions and that they need to play out those functions. But at the same time, each of the institutions may end up doing some of the things that other institutions do. That is true across the board. I would hate to believe that anybody ends up saying, for example, that research centers don't help practitioners, because I don't believe that to be the case.

Finally, the issue of the clients and our attention to clients. I believe we have a long way to go in that regard, but I couldn't agree more that the clients of the work that OERI supports need to have a far more important role in the formation, the implementation, and the evaluation of the work we support.

Nelson Smith

Director, Programs for the Improvement of Practice
Office of Educational Research and Improvement
U.S. Department of Education

In listening to the members of the panel, it occurs to me that there are within the existing system a few relatively simple steps that can be taken. One of these was mentioned by Chris when he talked about building dissemination into all of our programs. We are currently trying to do something along these lines with one of our new programs. We are trying to conform the specs for the applications to the existing specifications for the Program Effectiveness Panel of the NDN so that when projects come in we will be relatively sure that the winning projects are going to be in the kind of shape in terms of their evaluation data that we can get them fairly quickly into the NDN. We have this apparatus set up. We ought to be able to use it by conforming things in that way.

It was mentioned by one of the panelists that we should be able to provide documentation of the effectiveness of our programs. I agree wholeheartedly. We have tried to do that in the last few years and we have tried specifically to do that in fact with reference to an evaluation of the labs. It has been difficult. As things have happened, our funding for that has gone to other purposes. There are certain things that we don't have control over, but that is one of the things that I would like to see happen, much more specific evaluation, not just of whether the entities that we fund across the board are doing what we ask them to do, but whether they have an impact out in the school systems.

As Susan Fuhrman said, collaboration is not an end in itself. I would like to turn for a moment the whole emphasis here away from what we are doing at this level, looking down toward the consumer and what the consumer needs, looking up towards what we are doing here. Or maybe the ups and downs should be reversed in that formula.

When do you collaborate? You collaborate when you need to get something done and you can't do it by yourself.

When do you collaborate? You collaborate when you need to get something done and you can't do it by yourself. Our mission, it seems to me, is to stimulate innovation and

improvement at the school level. I think we ought to be looking at how the consumers ought to be able to collaborate with each other using the devices and the services that we put out.

If I could quote from—I don't know whether to call them educators of the 20th century or prominent politicians—Barry Goldwater and Chairman Mao. You rarely see them together at the same time. Mao Zedong said, Let a thousand flowers bloom. There is nothing intrinsically wrong with having a lot of different approaches out there to the solution of a problem. If I can paraphrase Barry Goldwater, competition and pursuit of innovation is no vice and collaboration in pursuit of confused goals is no virtue.

Great ideas spread because people need them, whether the idea is freedom or whether the idea is tabletop fusion. Around the world right now people know that we need energy, and so there is tremendous competition to fulfill that need in whatever way possible.

The fulfillment creates a marketplace. My qualm about our discussion today is that we are dealing with the marketplace as we have established it. As Chris pointed out, when much of the current system was established in 1965, the world was a very different place. There simply was not the market in educational products and services that there is today with the $330 billion that are spent across the country each year. Yet we operate from what economists call a market failure model as if there were no real market, as if we could decide what needs to be done and then somehow press that down into the school systems.

Maybe there is a need for a two-tier approach, because there are places where the market does fail. During our oversight hearings a couple of months ago, Congressman Stokes, holding up our publication *Becoming a Nation of Readers: Implications for Parents*, asked, "What do you do when you have a parent who can't read? How are you going to get that parent to participate in teaching the kids to read?"

Well, that is a place in which we have research. We know how to act and we have to, in fact, be very aggressive in moving that research downward. But for much of the rest of the country there are consumers who want to do the right thing and who want to participate to the extent possible in using research if they understand its importance and if they have access to it.

So instead of making sure that we disseminate from the top down, I would like us to realize that there is no great automatic system possible. We will never get to the place where everybody has exactly one function and it is all computerized and we can push a button and the exact combination of right products will land on the doorstep of the school.

I think part of this process is to find ways of empowering the consumer, the parent, the teacher, the school principal who has little control over textbooks and things of that sort, and to get them creatively into the process so that they can make choices through the NDN, through the labs, through the centers on what they feel is necessary for their own work.

Emerson Elliot

Acting Commissioner
National Center for Education Statistics
Office of Educational Research and Improvement
U.S. Department of Education

Sharon asked me to talk about what I might like to see in ERIC, so these may supplement or complement some of the other things you have heard about.

One of the things I frequently tell my staff members is that I expect them to keep up with research literature and to know what research is saying, because I think the only way that they can design sensible data collection systems is to know what already has been done and to make use of the measures that we have learned about in research. We don't do that very well, actually. I would like to state what seems to me a parallel truth, and that is that I think ERIC should keep up with what NCES is doing and I don't think you do that as well as you should, or certainly not as well as you could.

So what do I want of ERIC? The first thing is that I think ERIC should regularly include within its data and retrieval systems information about NCES data, where to find it, what is in it. We have a lot that is coming. I have no idea right now—no doubt you can tell me in the hall on the way out—what information you have about such things as our school and staffing study that is going to be producing a major beginning of a continuing data collection with information about schools as places and about teaching and about teachers as individuals.

About the National Assessment of Educational Progress. That is very hard to use. Larry Rudner knows all about how to use it, and he can tell you if you ask him. That is going to be done on a State-by-State basis beginning in 1990. I don't know how many people are familiar with that, but that is one thing that I hope will soon be in the ERIC system.

The study of college faculty is coming out this year; the student financial aid study is already out. Longitudinal studies produce information all the time. I like to assert that the data that the Center is now producing is far more useful for analytic purposes than it has been previously. It is more useful in part because it is more comparable. We are making a major effort with States and other data providers to make sure that the data are more comparable to begin with.

It is also more usable for analytic purposes because the databases are larger and subdivisions can be made that have various kinds of representative qualities: public schools, as always, but also private schools; States as well as national totals and regional totals; divisions by cities, suburbs, rural areas, and other qualities.

I think those kinds of things about our data should be a part of the ERIC system. But that is not enough. I think that ultimately we should work in the direction of actually having data in the ERIC system.

I would begin with what is easy. The tables from the *Digest* ought to be a part of the system. Or tables from any of our reports should be accessible in the system, but ultimately I think that in some electronic means it should be possible for analysts to retrieve data directly. That remains a major challenge. We have data users all the time now asking us for floppy disks instead of tapes, and I think increasingly people will be asking for CD-ROM. Since those are the people who are analyzing the data, somehow we have to find a way to produce it in a form that they can use.

[C]ollaboration best comes about where the missions intersect, where there is something to be done jointly that both people want to do because it serves both of their purposes.

Well, John said let ERIC be ERIC. I think we need to talk a minute about letting the Center be the Center. One way to think about collaboration is that it begins with a mission. I think every agency must have a very clear sense of its own mission, which is why I support the particular configuration that we have of OERI, because I think each part of OERI has a very strong mission. I think the collaboration best comes about where the missions intersect, where there is something to be done jointly that both people want to do because it serves both of their purposes.

One thing I frequently think about is what is the unique mission of NCES, because it seems that everybody gathers data of some kind and everybody does analyses. So what is it that we do uniquely? One of the things that statistical agencies in the Federal Government do uniquely is standardize and define things. You have to watch out, because sometimes the wrong things get defined and those are the measures people follow. That is a challenge for us. Standardization and uniformity is one of the major things that statistical agencies are all about.

Another is the collection of large-scale data sets that have good, usable properties. Then we report things, and we put out data tapes. But we do very little analysis. Our reports are frequently dull almost by design, because the integrity of our data would be questioned if people thought that we were engaging in policy advocacy or program evaluation or causal modeling. So those are things that we eschew in our reports.

But that means if our data are to see the light of day that they need to find their way into the hands of analysts. That means the Office of Research and PIP, and the grantees and contractors of those organizations, and universities and State legislatures and governor's offices, and all the people who do analytic work, certainly including the ERIC centers as well, must have and use our data or no one will ever know about it.

Finally, the last thing that I would like to ask of ERIC is your advice. One reason that I want to encourage ERIC centers to make use of our data is to test out my assertion that our data are better. If they are better, then your reports will be better and the public will be able to realize the enormous amounts of money that it is putting into NCES.

But we will get something else out of that. In the course of using them you will learn about their attributes, about their shortcomings, and I hope you even learn about some of their advantages. But you will learn about their shortcomings, and I hope that you will let us know. That is the final thing that you need to give to us, your knowledge and experience from using those databases so that we can make them still better.

Ray Fry

Senior Advisor, Library Programs
Office of Educational Research and Improvement
U.S. Department of Education

In listening to the many interesting presentations this morning, one of the things that came to me is that there may be a sleeper institution out there in the educational spectrum that you could be overlooking, and that is the public library. If lifelong learning is really critical in today's society, if early childhood education is that important, if parental involvement is a good thing, the public library, the cradle-to-the-grave institution, is there and no one is denied admittance. Anyone can have a card.

It is in the area of dissemination that I think the public library could play a greater role. We have had a program called Inter-Library Cooperation that has been going since the mid-1960s under the Library Services and Construction Act. This is a program through the State library agencies to build networks of libraries of all types, to tie the school library into the public library, to the academic libraries, to the special libraries.

When Dr. Hawley mentioned the school librarian playing a greater role in resources and research and dissemination, that is very true. School libraries, particularly in the last 8 or 10 years, are coming into these networks. In the late 1960s and 1970s, it was mostly networks of public libraries with academic libraries coming in somewhat, but now school libraries more and more are coming into these networks. Right here in the District of Columbia several of the large high schools are tied in by computer to the Martin Luther King main public library to tap resources.

Many of you as you have moved around the country, as most of us have, know there are a lot of weak public libraries out there, and we really don't have a good fix on the status of public libraries. But thanks to Emerson and NCES, the first attempt at getting good statistics on public libraries is under way, and I would say within 2 or 3 years we will have a good statistical system on public libraries.

I have been working on an accreditation effort for public libraries for about 3 years. I can't say that things look that rosy in the accreditation area. We do have, though, a new program called the Public Library Development Program where each community comes up with an assessment and a plan for its own public library.

One other comment in closing. Not only under Title III are we funding projects, about $20 million a year, through the States to build these networks, but under Title I of the Library Services and Construction Act we are funding about 3,500 projects a year to improve services for citizens of all ages, many going to early childhood education, of course. You might be interested to know that Major Owens, who is a librarian, administered one of these LSCA projects before he became a Congressman. We think that is one of the ways he became so well known in his community.

Bruno V. Manno

Acting Assistant Secretary
Office of Educational Research and Improvement
U.S. Department of Education

Let me conclude by saying that I started the program by using a well-worn phrase. Just because it is a well-worn phrase, I think in a lot of respects it points to the important truth. The important truth is that we do in fact have in a certain respect a window of opportunity. It is brought on by the confluence of a number of different things. Many of these things were referred to over the course of our conversation.

Strictly looking at this issue from an OERI perspective, we have the awarding of the ACCESS ERIC contract, which is the first new addition to ERIC in a number of years. In addition to that, we have the lab and center competition coming up. Actually we are in the process of staging that competition right now. We have just received the lab report from Chris' group. Milt Goldberg and his staff are just about ready to begin opportunities for public comment on the center part of this competition in which, I am sure, you folks should be involved.

In addition to that, there is this general sort of trend that I referred to early on in my comments, the trend that points to the need for RD&D. It is not just the education community talking; it is the wider community of policymakers, of what I might call lay people, of the business community, of other citizens saying that if there is any one role that the Federal Government has when it comes to education, it is the provision of accurate, reliable, timely information on education.

[I]f there is any one role that the Federal Government has when it comes to education, it is the provision of accurate, reliable, and timely information . . .

All of this, I think, points to that so-called window of opportunity with or without a house around it. We would like to hope that over the course of the next few years we have the opportunity, if you think the house has been totally torn down, to begin to rebuild the house. Of if you are of the opinion that the house is in need of some renovation, that we have the opportunity to restore and renew the house.

Sharon Horn

Acting Director, Information Services
Office of Educational Research and Improvement
U.S. Department of Education

Where do we go from here? If you are on our list, you will receive papers and proceedings from this meeting. We also would like to ask each of you who has an interest to submit in writing to us, whether in bulleted form or through some form of a paper, exactly what you think about this RD&D issue and also how this collaborative piece fits within the documentation of what we are going to try to do within OERI. The window is open. We have begun.

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

August 10, 1989

Mr. Ted Brandhorst
Director
ERIC Processing and Reference Facility
2440 Research Boulevard
Suite 550
Rockville, MD 20850

Dear Mr. Brandhorst:

On May 9, the Office of Educational Research and Improvement (OERI) sponsored a symposium on collaboration as a special component of the Educational Resource Information Center (ERIC) directors' meeting. The symposium focused on improving collaboration among the OERI institutional projects in ways that enhance the overall Federal research, development, and dissemination (RD&D) effort. The topic, "The Role of OERI and Its Institutional Projects in Establishing an Integrated Research, Development and Dissemination Program," was addressed by representatives of the Regional Educational Laboratories, National Research and Development Centers, and the National Diffusion Network, external reactors, and senior OERI officials.

Enclosed you will find a copy of the proceedings of the symposium and a background paper on collaboration prepared for the symposium. These documents are being made available to all ERIC directors, directors of the labs and centers, and other interested parties. It is our hope that these documents will stimulate your thinking about ways to enhance collaboration that will contribute to more efficient and effective management of OERI's overall RD&D enterprise.

Sincerely yours,

Sharon K. Horn
Acting Director
Information Services

Enclosures

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Clearinghouse on Rural Education and Small Schools

September 21, 1989

Ted Brandhorst
Director
ERIC Processing and Reference Facility
ARC Professional Services Group
Information Systems Division
2440 Research Boulevard, Suite 550
Rockville, Maryland 20850-3238

Dear Ted,

Here are some contributions for the EAB. We've been remiss lately (I think).

Todd Strohmenger shared with Executive Committee members the tape of an interview with Diane Hylton, high school librarian in rural Cumberland, Virginia. Diane's school (70% minority enrollment) has had ERIC on CD for over a year now. She reports that not only are teachers using the system for graduate coursework, but they are using it to help address classroom problems. Moreover, high school students are using the system. All students in Virginia are required to learn on-line searching strategies (previously taught by lecture in Cumberland!). ERIC on CDs make possible the real thing. One social studies teacher evolved a class project about student rights. The students turned to ERIC. ERIC documents are ordered (and FAXed) from the Southern Virginia Library Consortium, headquartered at Longwood College in Farmville (that's rural) Virginia. Diane even has plans to help school members learn to use ERIC on CDs.

Jonathan Sher--in many ways the (40-ish) "grandfather" of recent interest in rural education (at once under- and overstatement)--is seeking to donate his collection of papers and reports on rural education to RC. Jonathan says that RC is "the logical choice." His new interest in education is ethics, and he reports he won't be needing the collection any longer. Jonathan believes that many of the documents are not now in ERIC.

Rural researcher E. Robert Stephens is also donating a collection of rural materials to the Clearinghouse. Is this some kind of conspiracy?

ERIC/CRESS at AEL • Appalachia Educational Laboratory •1031 Quarrier Street • P.O. Box 1348 • Charleston, WV 25325
800/624-9120 (outside WV) • 800/344-6646 (in WV) • 347-0400 (Charleston area)
AEL is an affirmative action/equal opportunity employer

RC secretary Dianna Simms demonstrated RC's electronic tracking system to Pat Coulter during the annual site visit on September 20. Much remains to be done to develop the system (including more and better programming). At present the system uses two separate databases and related programs (dBase III+, menu-driven). It prints selection and rejection letters, keeps track of statistics for monthly reports, and prepares invoices for abstractor/indexers. Staff would like to merge both programs, add routines to keep tabs on turnaround time, and prepare a database of ERIC contributors (to inform future acquisition efforts). Eventually staff hope to develop documentation.

The Abilities of Gifted Children, coauthored by RC associate director Craig Howley, was published by Prentice-Hall in late August. It includes a section on rural students, as well as other disadvantaged groups covered by RC, UD, and EC.

RC learned in August that three articles by staff members had been accepted by professional journals: Research in Rural Education, Equity and Choice, and Journal of Rural and Small Schools. The article in the latter journal was a 1989 deliverable; the Equity and Choice article discusses an application of ERIC resources in a poor, rural Kentucky district and is coauthored by district administrators.

Dianna Simms and Craig Howley (RC)--with the active help and support of Carolyn Weller (Facility)--seem to have worked out a way to verify descriptors electronically, using a down-loaded ASCII file supplied by Carolyn. The procedure is a WordPerfect spell-check application driven by a macro. For the time being, the system is in test mode, and staff will check performance of the routine manually for a month or two. Carolyn is now organizing the downloading of identifiers (onto 360K floppies--2 or 3 megabytes).

We hope you'll be able to use some of this stuff. A big thanks to Carolyn for all her help and interest over the recent weeks. Let her know that Pat made some very good suggestions about vocabulary development during the recent site visit, and we'll follow through.

Sincerely,

Craig B. Howley
Associate Director

CH/ds(0396)

cc: Todd Strohmenger
Pat Coulter

ACCESS ERIC

MEMORANDUM

To: Ted Brandhorst, Director
ERIC Processing and Reference Facility

Date: October 12, 1989

From: Sam Fustukjian, Director
ACCESS ERIC

Subject: ACCESS ERIC flyers

Enclosed are 50 copies of ACCESS ERIC's new announcement flyer. ACCESS ERIC uses this piece in response to caller inquiries, includes it in information packets, and distributes it at conferences. In addition, we have scheduled several direct mailings to "new" audiences.

Please feel free to distribute the flyers as appropriate. It is designed as a self mailer and has a convenient tear-off form for additions to our mailing list. We would be happy to supply additional copies should you need more.

We have already received several ideas for improvements and would welcome your comments and suggestions.

To access ERIC...

Call ACCESS ERIC

1-800-USE-ERIC

ACCESS ERIC

ACCESS ERIC

ACCESS ERIC is your gateway to ERIC—the Educational Resources Information Center. ERIC's database, the world's largest source of education information, contains citations of more than 665,000 documents and journal articles on education research and practice. The ERIC database is available to the public at more than 3,000 locations worldwide.

Education practitioners, librarians, policymakers, researchers, and students can stay abreast of the most up-to-date developments in the education field by using the ERIC System. Each year ERIC responds to more than 115,000 education-related inquiries. Through ERIC, you can access information on a wide range of subjects such as:

- Academic excellence
- Classroom techniques
- Child development
- Educational innovations
- Merit pay
- School security
- Statistical studies
- Substance abuse

ACCESS ERIC = ERIC + You

Available toll free (1–800–USE–ERIC), ACCESS ERIC keeps you informed of the wealth of information offered by ERIC and other education information service providers. ACCESS ERIC staff answers questions, refers callers to subject-specific information sources, and provides ERIC System publications.

As the outreach component of ERIC, ACCESS ERIC initiates activities to encourage the exchange of information between ERIC and you—the education professional and others interested in education-related issues. Through its many services, such as publishing directories and participating in educational conferences, ACCESS ERIC puts valuable education information sources at your fingertips.

In addition, ACCESS ERIC is developing special database files available to the public. As a subscriber to this service, you gain direct online access to data found in the following directories: *ERIC Information Service Providers, Education-Related Information Centers, ERIC Conference Calendar,* and *ERIC Training Opportunities and Products.*

ERIC = 16 Clearinghouses + 4 Support Service Centers To Meet Your Needs

ERIC is made up of 16 clearinghouses that acquire and process information and answer requests in the following subject areas:

- Adult, Career, and Vocational Education
- Counseling and Personnel Services
- Educational Management
- Elementary and Early Childhood Education
- Handicapped and Gifted Children
- Higher Education
- Information Resources
- Junior Colleges
- Languages and Linguistics

- Reading and Communication Skills
- Rural Education and Small Schools
- Science, Mathematics, and Environmental Education
- Social Studies/Social Science Education
- Teacher Education
- Tests, Measurement, and Evaluation
- Urban Education

In addition to the Clearinghouses, the ERIC System has four support units:

- **ACCESS ERIC**—Promotes ERIC services and products and acts as a referral service between the ERIC System and its users.
- **ERIC Processing and Reference Facility**—Serves as a central editorial and computer facility to coordinate document processing, builds and maintains the ERIC database, and sells ERICTAPES.
- **ERIC Document Reproduction Service (EDRS)**— Provides microfiche and paper copies of documents announced in *Resources in Education* as well as other microfiche products.
- **Oryx Press**—Publishes the *Current Index to Journals in Education*, the *Thesaurus of ERIC Descriptors*, and other ERIC publications.

The ERIC program is supported by the U.S. Department of Education, Office of Educational Research and Improvement (OERI).

For more information, call

1–800–USE–ERIC

tear off

ACCESS ERIC

To be placed on our mailing list to receive ACCESS ERIC information, please complete this form, affix postage, and return to: ***ACCESS ERIC, Dept. CCE, 1600 Research Blvd., Rockville, MD 20850.***

Name_____

Title_____

Organization_____

Street_____

City_____ State_____ ZIP_____

Phone( )_____

1–800–USE–ERIC

ERIC System Components

SYSTEM MANAGEMENT

U.S. Department of Education
Office of Educational Research and Improvement

CLEARINGHOUSES

Adult, Career, & Vocational Education	Counseling & Personnel Services	Educational Management	Elementary & EarlyChildhood Education
Handicapped & Gifted Children	Higher Education	Information Resources	Junior Colleges
Languages & Linguistics	Reading & Communication Skills	Rural Education & Small Schools	Science, Mathematics, & Environmental Education
Social Studies/ Social Science Education	Teacher Education	Tests, Measurement, & Evaluation	Urban Education

△ △ Adjunct Clearinghouses

○ ○ ○ ○ ERIC Partners ○ ○ ○ ○

SYSTEMWIDE COORDINATION AND DISSEMINATION

ACCESS ERIC

ERIC Processing & Reference Facility

SYSTEM SUPPORT SERVICES

CIJE Publisher (Oryx Press)

ERIC Document Reproduction Service (EDRS)

RIE Publisher Government Printing Office (GPO)

User Community

- Researchers
- Administrators
- Teachers
- Parents
- Students
- Policymakers
- Legislators
- Journalists

Student Financial Aid Information Packet

July 1989

ERIC Clearinghouse on Higher Education
The George Washington University

One Dupont Circle, Suite 630 Washington, DC 20036

PREFACE

Although the ERIC Clearinghouse on Higher Education is not responsible for student scholarships or financial assistance programs, we often receive requests for information in this area. Consequently, we have compiled this resource packet in hope that this material will steer you towards the financial aid you need. This is not meant to be a comprehensive guide to financial aid but instead to offer some basic information on the sort of aid available, how to apply and where to go for additional information.

The ERIC Clearinghouse on Higher Education has developed this information package using the most accurate, current information available; however, federal laws and regulations change rapidly. Your local high school guidance counselor or your financial aid administrator will have the most current information available.

INTRODUCTION

Financial aid, in the form of scholarships, grants, loans, and work awards is available from federal, state, and sometimes local governments; from college and universities themselves; and from an array of non-profit organizations, businesses and benefactors. The awards range from token amounts to full tuition plus stipend, and may be granted on the basis of need, merit, other special qualifications, or a combination of these.

Scholarship money is available. If you really want, or need, some of it to help pay for your college education, here are some general rules to know:

1. Scholarships don't usually fall from trees into your lap. You have to discover them, apply for them and win them.
2. You don't have to do it alone. Start by consulting your high school guidance counselor, the sooner the better. If you are already in college, contact your school's financial aid office. Also talk to friends in college who have received financial aid.
3. Your search for scholarships doesn't have to be costly. There are lots of free and inexpensive resources about scholarships put out every year. Go to your public library, your school library, and then read the material. (For a list of brochures, booklets and books, see the attached "Resource List"). You may decide later you want to invest in the more expensive books or in a scholarship search service.
4. Yes, it can be time consuming. But worth it. A recent survey showed that 57% of the students attending college are eligible for financial aid.

WHAT YOU SHOULD DO FIRST

1. Read this information package.
2. Talk with your high school guidance counselor.
3. Apply for admission to the schools, colleges and universities you are considering. Do not wait to be accepted for admission before applying for financial aid.
4. Contact the school's financial aid office and ask them to send you the school's aid application and other information about expenses and aid, (including federal financial aid application forms).
5. Fill out the application forms and send them in by the stated deadline to the agency shown on the form. If the college has its own financial aid application form, complete and return it to the college. In most cases the need analysis forms collect all the information needed to apply for aid from the college, your state scholarship and grant agency, and the federal government.

FINANCIAL AID BASICS

Some basic facts will help to explain the procedure involved in applying for and receiving financial aid. These include certain terms used in the financial aid area that are important to understand.

A financial aid "package" is the combination of grants, scholarships, loans and work funds offered to a student to meet the financial needs of attending a postsecondary institution.

You do not have to repay any funds received through *grants, scholarships,* and *work study* programs, but you must repay, with interest, all money borrowed under *loan* programs.

The primary objectives of a financial aid award are:

1. to provide as many eligible students as possible with sufficient resources to meet their educational costs,
2. to award resources in as equitable a manner as possible, and
3. to enable students to pursue higher education.

MAJOR SOURCES OF FINANCIAL AID

- Federal Government
- State Government
- College/University
- Private Organizations
- Military Organizations
- Employers

FEDERAL AID

Basic Assumptions

Financial aid programs of the federal government assume that:

- a student and his/her parents have the primary responsibility to pay as much as they are able for the student's education, and
- financial aid is intended to supplement a family's contribution in order to help meet the cost of higher education.

General Eligibility Requirements for Federal Programs

A student must meet the following criteria:

- demonstrate financial need (exceptions: parent loans for undergraduate students and supplemental loans for students);
- be enrolled or accepted at an approved school;
- work toward a degree or certificate program;
- be enrolled at least half time (exceptions: for the Pell Grant, Supplemental Educational Opportunities Grant, Perkins Loan (NDSL) and College Work Study Programs, less than half time students are eligible also);
- maintain satisfactory progress as defined by their school;
- be a U.S. citizen or an eligible non-citizen;
- be registered for the draft if a male, 18 years or older, and born after 12/31/59;
- not owe a refund on a Pell Grant or have a default on any federal student loan; and
- must sign a statement of educational purpose indicating that monies will be used only for educational purposes.

Sources of Federal Financial Aid

Pell Grant Program

The largest of the federal grant programs, Pell ensures that all eligible students have at least some of the money they need to continue their education after high school. Eligibility is determined by the federal government, but the award amount is determined by the college and is based upon federal guidelines. Generally awarded to students whose family income is below $20,000. Awards can range from $200 to $2,300. Remember this: except for the Pell Grant program, you cannot apply directly to the federal government for federal aid; you must do it through the colleges or universities to which you are applying for enrollment. Every student should apply for a Pell Grant. Many colleges will not consider you for other aid until you have applied. In addition, you must have your eligibility for a Pell Grant determined before you may be considered for a Stafford Loan [formerly Guaranteed Student Loan (GSL)].

College Work Study (CWS)

This program provides work experience while also providing financial aid. These awards are determined by the college and are based on financial need.

Perkins

Loans through this federal program (formerly called National Direct Student Loans) are awarded by the college and are based on financial need.

Supplemental Educational Opportunity Grant (SEOG)

Another federal grant program, these awards are made by the school and are based on financial need. Awards can range from $200 to $4,000 per year.

Stafford Loan [formerly Guaranteed Student Loan (GSL)]

Largest of the loan programs, this program allows the student to borrow from a bank, savings and loan association, credit union, or other lender. A state or other private nonprofit agency will stand behind the loan. Eligibility requirements are determined by the federal government. Contact your state student loan guarantee agency for information (list attached).

PLUS (Parent Loans for Undergraduate Students) and SLS Loan Programs

These programs allow parents and students to borrow from a bank or other lender in order to supplement their expected parent contribution.

More Information About Federal Programs

The office in the U.S. Department of Education responsible for student financial aid programs is the Office of Postsecondary Education. It provides assistance through the

Federal Student Aid Information Center
Call toll-free: 1-800-333-INFO
9 a.m. - 5:30 p.m. EST
Monday - Friday

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In addition to answering specific questions about federal student aid programs this center distributes free copies of the following publications:

- Application for Federal Student Financial Aid.
- "The Student Guide: Financial Aid from the U.S. Dept. of Education (also available from the Consumer Information Center, Department L-10, Pueblo, CO 81009).

STATE AID

Funding Alternatives

All states maintain programs of grants, scholarships, and tuition assistance programs. Since 1981 states have increased gift aid awards by 60% in order to reduce students' reliance on loans. Most state aid is offered only to residents attending schools within the state. However, in some cases a state will permit non-residents to receive aid while attending a school within the state.

Major State Aid Programs

The number of existing individual state grant and scholarship programs is far too many to include here. However, many of the financial aid programs offered by states can be placed into general categories, some of which include:

State Scholarship and Grant Programs

State Scholarship and Grant programs are offered by the majority of states. These programs provide assistance of up to $2,500 per year based on financial need. The grants are partially funded by the federal government and administered by the state.

Merit Programs

States award merit programs to those students demonstrating need, academic accomplishment, or both. The Illinois Merit Recognition Scholarship, for example, awards $500 scholarships to Illinois students who rank in the top 5% of their high school class.

Special Programs

Special state aid programs are designed to increase representation in fields in which the state believes it has shortages. For example, Maryland encourages students to pursue a teaching degree through its Teacher Education Critical Shortage Program offering students up to $800 to apply towards their educational costs.

Minority Group Programs

Many states have financial aid programs which are awarded to students of a specific ethnic background. Michigan students of at least 1/4 North American Indian descent, for example, may qualify for free tuition at public colleges and universities in that state.

National Guard

The majority of states award education benefits to students serving in the state's National Guard.

Veterans Benefits

Special state benefits are awarded to students who serve in the armed forces during periods of hostility.

Other

Awards are also available to students who are the dependents of:

- deceased or disabled veterans
- prisoners of war or missing in action
- police or firemen killed while on duty.

In addition to these general categories, many states have developed innovative tuition assistance programs that are specific to the needs of the residents in their states.

Program and eligibility requirements vary widely from state to state. For specific information about the opportunities within your state, write to your student assistance agency. A listing of state agencies is included at the end of this resource packet.

OTHER SOURCES OF FINANCIAL AID

While most student aid comes from federal and state programs, these are not the only sources. Some others are:

Colleges and Universities

Most schools have their own scholarship funds, with varying requirements. Each school's financial aid office can tell you what programs exist, and how to apply. Because schools have their own requirements and deadlines, be sure to contact the school's financial aid office early to get specific information.

Community Programs

Almost every community has organizations, institutions, or agencies that provide aid to students in some form. They may be professional organizations (like a nursing or medical organization) or service groups (Lions, Rotary, Kiwanis). Ask your high school counselor about these opportunities.

Foundation and Corporate Programs

Many private foundations and large corporations offer assistance to students. There are publications that list these and other financial aid sources. Ask someone at your public or school library for help.

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Employers

Some employers offer full or partial tuition benefits to employees. If you are working, check with the personnel office to see whether such benefits exist at your company, and whether you are eligible to receive them.

APPLYING FOR FINANCIAL AID

The Need Analysis Process

The "need analysis" is used to determine your eligibility for financial aid. You must submit the need analysis form when applying for federal or state financial assistance. These forms are generally available in high school guidance offices and financial aid offices. If you are an undergraduate, federal law requires that you must have your eligibility or ineligibility for a Pell Grant determined before you can be considered for a Stafford loan.

Steps to Take

1. Contact your financial aid administrator for the correct form that your school uses. Two of the more common need analysis forms are the FAF (processed by the College Scholarship Service) and the FFS (processed by the American College Testing Program).
2. On the form you should request to have a copy of the results sent to:
   - the financial aid office of the colleges you are considering attending,
   - the U.S. Department of Education (to be considered for a Pell Grant), and
   - the state agency (to be considered for state funded financial aid programs).
3. You should submit your form as soon after January 1 as possible. Ask your financial aid administrator about specific deadline dates at your school.
4. While you are waiting for the results, complete all other financial aid application forms that your college may require.
5. Within 4 to 6 weeks you, your college, and your state's scholarship agency will receive an acknowledgement of the information you included on your need analysis form.
6. When your financial aid administrator receives your need analysis report, she/he may require additional information. Provide this information promptly in order to prevent delays in the processing of your application.
7. Within 6 weeks the Department of Education will send you a Student Aid Report (SAR) that provides your Student Aid Index (SAI). The Pell Grant processor determines your SAI, which indicates your eligibility for a Pell Grant, by using the information from your need analysis form. You must sign your SAR and submit it to the financial aid office at your school.

ADDITIONAL RESOURCES

Many books on student financial aid are available at your local library or bookstore, or may be ordered directly from the publisher. ERIC does not endorse any one, but offers the following as samples:

Brill, Jay and Rhona C. Hartman. **Financial Aid for Students with Disabilities, 1987 Edition.** Heath Resource Center, One Dupont Circle, Suite 800, Washington, DC. (ERIC Document Reproduction Service, 3900 Wheeler Ave., Alexandria, VA 22304-5110. ED 291 279).

Chandler, Lana J. and Michael D. Boggs. **The Student Loan Handbook.** Betterway Publications, P.O. Box 219, Crozet, VA ($7.95).

College Cost Book, 1988-1989. College Board Publications, Box 886, New York, NY 10101-0886 ($12.95).

The College Money Handbook 1989: The Complete Guide to Expenses, Scholarships, Loans, Jobs, and Special Aid Programs at Four-Year Colleges. Peterson's Guides, Inc., Dept. 5626, PO Box 2123, Princeton, NJ 08540 ($17.95).

Dennis, Marguerite J. **Mortgaged Futures: How to Graduate from School Without Going Broke.** Hope Press, 2 Old Town Road, Wellesley, MA 02181 ($9.95 plus $1.00 shipping).

Early Planning for College: A Guide for Parents. American Association of State Colleges and Universities, Suite 700, Washington, DC 20036 ($2.00).

Meeting College Costs: A Guide for Students and Parents. The College Board, PO Box 886, New York, NY 10101 ($7.00 per pack of 50).

Financial Aid: A Partial List of Resources for Women. Project on the Status and Education of Women, 1818 R Street, NW, Washington, DC 20009 ($3.50).

Schlachter, Gail Ann. **Directory of Financial Aids for Minorities, 1986-1987.** Reference Service Press, 10 Twin Dolphin Drive, Suite B-308, Redwood City, CA 94065 ($37.50).

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Schlachter, Gail Ann. **Directory of Financial Aids for Women, 1987-1988.** Reference Service Press, 10 Twin Dolphin Drive, Suite B-308, Redwood City, CA 94065 ($39.95).

Schlachter, Gail Ann. **Financial Aid for Veterans, Military Personnel and Their Dependents, 1988-1989.** Reference Service Press, 10 Twin Dolphin Drive, Suite B-308, Redwood City, CA 94065 ($32.50).

Schlachter, Gail Ann. **How to Find Out About Financial Aid: A Guide to Over 700 Directories Listing Scholarships, Fellowships, Loans, Grants, Awards, and Internships.** Reference Service Press, 10 Twin Dolphin Drive, Suite B-308, Redwood City, CA 94065 ($32.50).

The Student Guide: Financial Aid from the U.S.Department of Education. Federal Student Aid Programs, Department L-10, Pueblo, CO 81009 (Free).

This publication was partially prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. ED RI-88-062014. The opinions expressed here do not necessarily reflect the positions or policies of OERI or the Department.

GLOSSARY

CWS
College Work Study

FAF
Financial Aid Form

FFS
Family Financial Statement

GSL
Guaranteed Student Loan

NDSL
National Direct Student Loan

PLUS
Parent Loans for Undergraduate Students

SAI
Student Aid Index

SAR
Student Aid Report

SLS
Supplemental Loans for Students

The George Washington University
WASHINGTON DC

775

Aspen Systems Corporation

ACCESS ERIC
September 13, 1989

Dear Colleague:

In May 1986 your organization was included in the first edition of the Directory of ERIC Information Service Providers, published by the ERIC Processing and Reference Facility. The responsibility of producing the most recent and updated edition of the Directory has been transferred to ACCESS ERIC, the newest addition to the ERIC system.

While the new edition of the Directory will contain the same core information as the previous one, it will have the added advantage of being available in several formats. Users will be able to access the data in hard copy or on floppy diskette, as well as through an online vendor.

The enclosed printout reflects the information included in the last Directory as well as additions, deletions, and changes the Facility has received from your organization since then. To ensure that the next Directory of ERIC Information Service Providers describes your organization accurately, could you please take a few minutes to review and update the printout? To assist you in filling out the form, **a sample printout and copies of the audience and service code lists are enclosed.**

The deadline for submission of corrections or additions is September 27, 1989. **To assist us in expediting the Directory update, we encourage you to call our toll-free number, 1-800-USE-ERIC, or to send us your corrections by telefax, 1-301-251-5212. If you prefer to mail us your revised printout, we have enclosed a franked (no postage necessary) envelope for your convenience.**

Thank you in advance for taking the time to update your profile. Your continued participation in the Directory will assist librarians, researchers, and the general public in locating valuable ERIC information resources worldwide.

Sincerely,

Belinda J. Boyd

Sr. Information Specialist
ACCESS ERIC

Enclosures

September 11, 1989

ERIC Information Service Provider

ORGID: 00287 ACRONYM:

NAME: ERIC Processing and Reference Facility

ADDRESS: 2440 Reserach Boulevard, Suite 550
Rockville, MD 20850

TELEPHONE: 301/590-1420 FAX: 301-948-3695

E-MAIL: MultiLink
AGENCY TYPE: ERIC Components

CONTACT PERSON/TITLE: Ted Brandhorst, Director
PHONE EXTENSION:

DIRECTOR: Ted Brandhorst, Director
ADDITIONAL CONTACTS: Maureen Roberts, Reference Specialist

ERIC RESOURCES:
RIE (1966-);
CIJE (1969-);
THESAURUS (10th, 1984);
Microfiche (1965-);
CD-ROM (version); ERICTOOLS;
Online Database DIALOG, BRS, SDC
Other ERIC products Clearinghouse publications; ERIC briefings

EQUIPMENT:
Microfiche Reader; Microfiche Reader/Printer; Copier;
Microcomputer; Computer Terminal;

ACCESS PROCEDURES:
N/A

AUDIENCES SERVED: G10 General Public

SERVICES PROVIDED: R32 Online Search Services

SAMPLE COMPLETED PRINTOUT

September 11, 1989

ERIC Information Service Provider

ORGID: 01000 **ACRONYM:** NGISP

NAME: National Generic ERIC Information Service Provider

ADDRESS: P.O. Box 1234
Main Street
Anytown, MD 44444

TELEPHONE: 301/555-1212 **FAX:** 301-555-5212
E-MAIL (any and all versions): MultiLink

CONTACT PERSON/TITLE (head of organization even if same as Director): Joan Smith, Head, Information Center
PHONE EXTENSION for ERIC services (if any): 2321

DIRECTOR: Joan Smith, Head, Information Center
ADDITIONAL CONTACTS (for ERIC services): John Normal, Sr. Information Specialist; Susie Smart, Reference Librarian

ERIC RESOURCES:
RIE (1966-);
CIJE (1969-);
THESAURUS (11th, 1987);
Microfiche (1966-);
CD-ROM (OCLC; SilverPlatter);
ERICTOOLS;
Online Database: DIALOG, BRS;
Other ERIC products: Clearinghouse publications; ERIC Answer Van

EQUIPMENT (any or all of the following):
Microfiche Reader; Microfiche Reader/Printer; Microfiche Duplicator; Copier; Microcomputer; Computer Terminal;

ACCESS PROCEDURES (hours of operation, etc.)
Hours: M-F 9:00-5:00 EST. Walk-ins welcome. Negotiation preferred but not required for online search requests.

*****AUDIENCES SERVED:** G11 General Public for a fee

*****SERVICES PROVIDED:** R32 Online Search Services,
R33 Library services, clearinghouses,
R38 PC Reproduction;
R39 MF Duplication

***** PLEASE VERIFY THE AUDIENCES AND/OR SERVICES LISTED AND EDIT AS NEEDED. IF ADDITIONAL AUDIENCE(S) AND/OR SERVICE(S) OF YOUR ORGANIZATION ARE NOT LISTED, CHECK THE ATTACHED 2 CODE LISTS (AUDIENCE CODES AND SERVICE CODES) AND ADD THOSE THAT APPLY; IF YOUR AUDIENCES AND/OR SERVICES DO NOT APPEAR THERE, WRITE THEM IN AND ACCESS ERIC WILL ADD THEM TO THE CODE LISTS.**

SERVICE CODES

ERIC PARTNER SERVICES
P11 Acquisitions arrangements
P12 Complimentary arrangements
P13 Publications and information support
P14 Mailing lists
P15 ERIC training, conferences
P16 Cooperative services

ERIC-RELATED SERVICES
R08 ERIC microfiche via interlibrary loan
R09 Slide show on ERIC
R10 CIJE article delivery
R11 ERIC online searches
R20 ERIC Training

EDUCATION SERVICES
R21 Meetings, conferences
R22 Outreach education services
R23 Speaker bureaus, expert banks
R24 Training, seminars, workshops
R25 Online search training
R26 Bibliographic instruction
R27 Curriculum
R28 Research
R29 Technical assistance

INFORMATION DISSEMINATION SERVICES
R31 Information dissemination
R32 Online search services
R33 Library services, clearinghouses
R34 800 (Hotline)
R35 Publication production/dissemination
R36 Audiovisual
R37 Topical packages
R38 PC reproduction
R39 MF duplication
R40 MF blowback
R41 Analysis of search results
R42 Search services for university community only
R43 Document delivery
R44 Interlibrary Loan
R45 Search services for school personnel only
R46 Search strategy consultation
R47 Searches for administrators only
R48 Search services for state agencies only
R49 Educational documents index
R50 Educational documents abstracts
R51 Referrals
R60 Not available to the public

AUDIENCE CODES

A10 Administrators/Directors/Principals
- A11 Elementary Administrators/Directors/Principals
- A12 Secondary Administrators/Directors/Principals
- A13 University/College Administrators/Directors/Principals
- A14 Vocational Training Administrators/Directors/Principals

B10 Subscribers
- B11 Authorized Library Users
- B12 Friends of the Library
- B13 International Members
- B14 Retainer Clients

C10 Counselors/Social Workers
- C11 Elementary Counselors/Social Workers
- C12 Secondary Counselors/Social Workers
- C13 University/College Counselors/Social Workers
- C14 Vocational Training Administrators/Directors/Principals

E10 Education Agencies
- E11 Local Education Agencies
- E12 State Education Agencies
- E13 State Education Community
- E14 Local Education Community
- E15 Local Board of Education
- E16 State Board of Education

F10 University/College Faculty
- F11 University/College Faculty and Students
- F12 University/College Alumni
- F13 University/College Community
- F14 University/College Consortium Members
- F15 Community Colleges
- F16 Area Faculty and Students

G10 General Public
- G11 General Public for a Fee
- G12 General Public Post-Secondary Age
- G13 General Public by Request
- G14 General Public with Restrictions

H10 School Districts
- H11 Local School District Personnel
- H12 State School District Personnel
- H13 Public School Teachers

I10 Health Care Professional
- I11 Medical Center Faculty
- I12 Medical Center Faculty, Students and Staff
- I13 Medical Community
- I14 Medical Society Members
- I15 Hospital Personnel

J10 Practitioners

L10 Librarians
- L11 Elementary Librarians
- L12 Secondary Librarians
- L13 University/College Librarians
- L14 Special Librarians
- L15 Federal Librarians
- L16 Public Librarians
- L17 State Librarians
- L18 Library Consortium Members
- L19 Library Community

M10 Media

N10 Residents
- N11 Local Residents
- N12 State Residents
- N13 Regional Residents
- N14 Area Residents

O10 Other

P10 Parents
- P11 Elementary Parents
- P12 Secondary Parents
- P13 University/College Parents
- P14 Vocational Training Parents

R10 Researchers

S10 Students
- S11 Elementary Students
- S12 Secondary Students
- S13 University/College Students
- S14 Vocational Training Students

T10 Teachers/Professors
- T11 Elementary Teachers/Professors
- T12 Secondary Teachers/Professors
- T13 University/College Teachers/Professors
- T14 Vocational Training Teachers/Professors

V10 Vocational Education Community
- V11 State Vocational Education Community
- V12 State Vocational Educators

W10 Personnel
- W11 Area Business Personnel
- W12 Local Business Personnel
- W13 State Government Personnel
- W14 Other Government Personnel
- W15 Military Personnel
- W16 State Public School Personnel
- W17 Department of Education Personnel
- W18 State Educators
- W19 Local Public School Personnel
- W20 Local/County Educators
- W21 State Special Educators
- W22 Higher Education Personnel
- W23 Labor Force/Employers

Z10 ERIC System
- Z11 Central ERIC
- Z12 ERIC Clearinghouses

ERIC
Clearinghouse on Adult, Career,
and Vocational Education

1900 Kenny Road
Columbus, Ohio 43210-1090

Phone: (614) 292-4353
(800) 848-4815

October 6, 1989

Dear ~~Colleague~~ Louise:

I'll bet you thought I forgot about this survey! Fooled you! Actually, it was at the very back of my mind until I received a response this week. So I though I'd better get the results printed and distributed.

When Bob Stonehill was here this summer, he cautioned about the danger of NOT referring someone to a clearinghouse because the clearinghouse said they do not offer a particular service. His theory is that there are certain people, i.e., congressmen and other VIPs, for whom we would go the extra step. I would like to think that we would realize that; also that VIPs tend to have a relationship with a particular clearinghouse. If I'm going to send you one of my VIPs, I'll call you and let you know.

Remember that these are guidelines. As always, let common sense prevail.

Let me know if you have any questions about the survey. My thanks to you all for participating.

Cordially,

Welcome to Eric!

Judy Wagner
Judith O. Wagner
Assistant Director
for Dissemination

ERIC Clearinghouse on Adult, Career, and Vocational Education

Enclosures

GUIDE TO USER SERVICES SERVICES SURVEY

The list of ERIC components runs down the left side.

Responses go across and are as follows:

B = Do you do searching and is there a charge?

C = Do you do out-of-scope searches?

D = Do you do non-ERIC searches?

E = Do you do manual searches for clients? Look up ED#s?

F = Do you do CD-ROM searches for clients?

G = Is there a charge?

H = Do you allow on-site use of CD-ROM?

I = Do you have a mailing list?

J = Is there a charge?

K = Do you have a newsletter?

L = Is there a charge?

M = Do you charge for user service products?

N = What do you charge for major pubs?

O = How do you answer queries?

P = Do you provide technical assistance?

Q = Do you have a MF collection?

R = Is it open to the public?

S = Do you have MF->PC duplication?

T = Do you have MF->MF duplication?

U = What is the charge?

V = What do you do for Partners? (see key)

W = Do services extend to other CH's Partners?

X = What E-Mail systems are you on?

KEY FOR PARTNER SERVICES

1 = Materials

2 = Workshops

3 = Free searches

4 = Newsletter

5 = Advisory Board

6 = Joint Pubs

7 = Columns

8 = Discount on major pubs

9 = Free major pubs

10 = Disseminate their materials

11 = Editorial boards

12 = Reference

13 = Conference booth

14 = Publicity

A	B	C	D	E	F	G	H	I	J
	ONLINE CHG	OUT OF SCOPE	NON ERIC	MANUAL/ED	CD	CD CHG	ONSITE USE	ML	CHG
AA	For CERIC only	Yes	Yes	Yes	Yes	No	No	Yes	No
AE									
CE	AV 25/100	YES	YES	YES	NO	NO	NO	YES	NO
CG	$25 + chgs	Occasionally	NO	YES	YES	$15 + .10/AB	YES	YES	NO
CS	No	N/A	N/A	Yes	Yes	$30/50cits;.10ea	Limited	Yes	No
EA	$30 + chgs	No	No	EDO only	Yes	$30 + chgs	Faculty/students	Yes	No
FS	No	For inhouse use	For inhouse use	Yes	Sometimes	No	No	Yes	No
EC	Yes	No	ECER only	EDO only	Yes	Yes	No	Yes	No
HE	$25-$40	Occasionally	Yes	Yes	Yes	$20 +	$5/hr.	Yes	No
IR	$25 + chgs	Yes	For "insiders"	EDO only	Yes	$10-$25	Rarely	Yes	No
JC									
FL	$30	NO	NO	YES	NO	N/A	NO	YES	NO
AC	No, seldom use	Yes		Yes	Yes	No	By appointment	Yes	No
SE	Cost + 15%	No	Yes	Yes	Yes	Same as online	No	Several	Varies
SO	$10-$25	Occasionally	Occcasionally	Yes	Yes	$10-$25	Yes	Yes	No
SP	30/100 .15	YES	NO	YES	YES	NO	YES	NO	N/A
TN	$30 + .20/CIT	NO	YES	YES	YES	N/A	YES	YES	NO
UD	$30	Yes	No	Yes	Yes	$15	Limited	Yes	No
ORYX	No	N/A	N/A	No	No	N/A	No	Yes	No

	K	L	M	N	O	P	Q	R	S
1									
2									
3									
4	NEWSLET	CHG	CHG/PROD	MAJOR	QUERY RES	TA	MF	OPEN	MF -> PC
5									
6	EAB	NO	No	N/A	Varies	N/A	Complete	By appointment	Yes
7									
8									
9									
10	YES	NO	NO	$4-$6	VARIES	Strategy	Complete	NO	NO
11									
12	YES	NO	.25 / digest	VARIES	VARIES	CD / Strategy	Complete	YES	YES
13									
14	Yes	No	$1.50/10; $2.50/10+	$4.95 up	Varies	Searching/Training	Complete	By Appointment	Yes
15									
16	Yes	No	No	$4 up	Varies	Strategy/ERIC	Complete	Yes	Yes
17									
18	Yes	No	No	Varies	Varies	Strategy/Workshops	Complete	Yes	Yes
19									
20	Yes	No	$1ea/min.$5	Varies	Varies	None	Complete	Yes	Yes
21									
22	Beg. Fall '89	Yes	SASE	Varies	Varies		Complete	Yes	No, but NCME library
23									
24	Yes	No	Postage/handling	$3 - $10	Varies	Questions/ERIC	Complete	Yes	Yes
25									
26									
27									
28	YES	NO	.45 / 5	Prentice-Hall does	VARIES	Strategy	COMPLETE	YES	YES
29									
30	Yes	No	No	$4-$10	Varies	to SEAs and LEAs	Complete	Yes	Yes
31									
32	Yes	Yes	Varies	$5-$12 +	Varies	Yes, but charge	Complete	Yes	Yes
33									
34	Yes	No	EDs/$1-Pack/$3	$3-$12	Varies	Strategy/Workshops	Yes	By appointment	Yes
35									
36	NO	No	$10/100 cit bibs	8-10	VARIES	CD	YES	YES	YES
37									
38	NO	N/A	SASE	2-12	VARIES	Reference	YES	NO	NO
39									
40	No	N/A	No	$3-$8	Varies	Strategy, Training	Complete	By appointment	Yes
41									
42	No	N/A	N/A	N/A	Varies	N/A	No	No	N/A
43									

NF -> NF	CHG	PARTNERS	TO OTHER CHS PART	EMAIL
No	No	N/A	N/A	Multilink
NO	N/A	1,2,3,4,5	SOME	Dialcon, CompuServe
NO	$.15 per page	1,2	YES	UM E-Mail
No	$.10 per page	1,9,3,6,12	No	Bitnet
No	$.10 per page	9,1	No	Bitnet
No	$.20 per page	1,2,3,5,9,12,13,14	No	Multilink
No	$.15 per page	1,9	No	Specialnet
(adjacent) does	$.15 per page	2,3,8,13	No	Bitnet
No	$.15 per page	1,2,3,4	No	Bitnet
YES	NO	3	N/A	Multilink
Yes	.10 / page	7,8,1,9,4,10 ,11	No	Multilink
Yes	Depends on client	8,2,3,12	No	prefer not to give
No	$.10 per page	1,3	No	
NO	10/PG	1,2,3,5,6	N/A	Multilink
NO	N/A	4	NO	
No	$.10 per page	6,2,3,1	No	Multilink
N/A	No	N/A	N/A	ALANET-ALA0979

COMPUTER MICROFILM CORPORATION

Announces

EDUCATION DATABASE
FULL TEXT - WITH CD-ROM INDEX

The Educational Resources Information Center (ERIC), is the world's largest database of education literature. The ERIC monthly journal, *Resources in Education (RIE)*, announces technical and research reports, conference papers, government documents, and other materials acquired by the ERIC system. It includes over 300,000 documents.

Computer Microfilm Corporation (CMC) is making available a package which will integrate ERIC Indexes on CD-ROM with full-text of ERIC documents on microfiche.

Let your computer do the searching with our CD-ROM package. You can search by Author, Title, Subject, etc. When your search is completed, the microfiche collection provides you with full-text of the RIE documents.

Package Price of $13,975 Includes:

- ERIC *Resources in Education* Microfiche Collection 1983 - 1989 (Including An Estimated 89,000 Titles)
- CD-ROM Index to the ERIC database 1983 - 1989 (Does not include drive)
- Cabinet to store the RIE Microfiche Collection
- Micron Microfiche Viewer
- FOB Destination (Continental U.S.)

TO ORDER

Send Purchase Order To

Computer Microfilm Corporation
3900 Wheeler Ave., Alexandria, VA 22304

Or Call 1-800-227-3742

SilverPlatter

EDUCATION-RELATED DATABASES

A-V ONLINE

The foremost audiovisual materials database

Complete database of audiovisual materials from the National Information Center for Educational Media (NICEM). Media covered include videotapes, films, audio cassettes, filmstrips, and others. Citations include annotations and subject descriptors, audience level, name and address of commercial source, inprint status, and more. Over 350,000 items are indexed, supplemented each year with approximately 20,000 changes and additions. Materials covered are in English, Spanish, French, German, and other languages. Updated annually.

	Single user	Multiuser
Annual subscription (1 disc)	$795	No additional charge
ONE-TIME PURCHASE	$1,195	"

****

ERIC

The most widely used database on the literature of education

Bibliographic database sponsored by the U.S. Department of Education, consisting of the Resources in Education (RIE) file and the Current Index to Journals in Education (CIJE) file as prepared by the Information Systems Unit of ORI. Current disc covers 1983 to present and is available with quarterly or annual updates. Archival disc set covers 1966 to 1982. Subscription includes a tutorial.

	Single user	Multiuser
Current disc (1 disc) with quarterly updates	$650	No additional charge
-or-		
Current disc (1 disc) with annual updates	$390	"
Complete starter set (3 discs): current disc with quarterly updates and archival set	$1,200	"
—Renewal price	$650	"
Archival disc set (2 discs) - ONE-TIME PURCHASE	$900	"
Special price for second and subsequent ERIC orders for quarterly subscriptions only		
Current disc with quarterly updates	$250	"
Starter Set	$750	"

Arriving in 1990...
- Thesaurus
- Archival records on one CD

LISA

Core data for the information sciences

Abstracts of the world's literature in librarianship, information science, and related disciplines as compiled by Library Association Publishing, Ltd. Coverage includes references on library management and materials, as well as new technologies in such areas as teleconferencing, videotext, databases, online systems, telecommunications and electronic publishing. Covers the complete database from 1969 with over 81,000 citations from 550 periodicals. These periodicals are from 100 countries and are published in over 30 languages. Updated semiannually.

	Single user	Multiuser
Annual subscription (1 disc)	$995	No additional charge
Special price for subscribers of other SilverPlatter databases	$750	"

****

Peterson's College Database

Key facts about all degree-granting colleges in the United States and Canada

From Peterson's Guides, Inc., this full text database contains over 3,100 profiles of all accredited, degree-granting colleges in the U.S. and Canada. Each profile includes information about student enrollment, ethnic/geographic mix, SAT/ACT score ranges and admissions, expenses, financial aid, special programs, housing and campus life, athletics, and majors. Updated annually.

	Single user	Multiuser
Annual subscription (1 disc)	$595	$995

****

Peterson's GRADLINE

Key facts about graduate and professional programs in the United States and Canada

NEW!

Also from Peterson's Guides, Inc., this full text database contains over 26,000 profiles of graduate and professional programs in 300 academic disciplines, offered by more than 1,400 colleges and universities in the U.S. and Canada. Includes names and addresses of institutions, faculty and their research specialties, degree levels and specific concentrations, research facilities, financial aid, and more. Updated annually.

	Single user	Multiuser
Annual subscription (1 disc)	$695	To be announced

ATTACHMENT 12-B
PAGE 1 OF 2

U.S. Library Networks

- **AMIGOS**
  11300 N. Central Expressway
  Suite 321
  Dallas, TX 75243
  TEL: 214-750-6130
- **Bibliographic Center for Research (BCR)**
  4500 Cherry Creek Dr., S
  Suite 206
  Denver, CO 80222
  TEL: 303-691-0550
  FAX: 303-691-0112
- **CAPCON**
  1717 Massachusetts Ave., NW
  Suite 100
  Washington, D.C. 20036
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TKM Software Limited

"Library Automation Software"

September 5, 1989

Mr. Ted Brandhorst
Director
ERIC Processing and Reference Facility
2440 Research Boulevard
Suite 550
Rockville, Maryland
U.S.A. 20950-3238

Dear Mr. Brandhorst:

Further to my telephone call, please find enclosed the following:

- information about TKM Software Limited
- a Manual on the MARCsource database
- a copy of a press release regarding an invitation received

Within the MARCsource database we will have the following records:

- LCMARC
- CANMARC
- source records from contributing libraries
- ERIC database - currently being processed
- Psych Info Database - we are currently doing a test conversion on this database
- Canadian Periodical Index from Info Globe - we are doing a test conversion on this database
- Canadian Business and Current Affairs database --- we are currently loading this database.

We will be loading additional databases as we negotiate more contracts. The purpose of the databases such as ERIC, Psych Info, Canadian Periodical Index and Canadian Business & Current Affairs database is to create a source of MARC records in order that libraries can catalogue journal articles.

P.O. Box 1525. 839 - 18th Street. Brandon. Manitoba. Canada R7A 6N3 Telephone (204) 727-3873 Fax (204) 727-3338

The purpose of my letter is as follows:

- to outline the nature of our operation
- to indicate that we will have the total ERIC database in a MARC format. For the requests you receive for the ERIC database in a MARC format, we would be pleased to respond.

I would be interested in your reaction to the aforementioned.

Thanks.

Yours truly,

TKM SOFTWARE LIMITED

Ross Eastley
Chartered Accountant

/dg

Enclosures

TKM P.O. Box 1525, Brandon, Manitoba, Canada R7A 6N3 Telephone (204) 727-3873 Fax (204) 727-3338

TKM Software Limited

PRESS RELEASE

TKM Software Limited is pleased to announce that the Canadian Department of External Affairs and International Trade has invited TKM Software Ltd. to participate as a member of a NEXOS mission (New Exporters Overseas) to France. This export-education mission will coincide with the Conference of the International Federation of Library Associations (IFLA) to be held in Paris, France during the week of August 20th.

Founded in 1927, IFLA is an independent international non-governmental association whose purpose is to promote global understanding, cooperation, discussion, research and development in all fields of library and information science activity and to provide an organization through which librarianship can be represented in matters of international interest. The Association is currently composed of 1,213 members (associations and libraries) from 123 countries. IFLA organizes an international congress every year and this conference, the 55th, follows meetings in Chicago, Tokyo and Brighton. Over 2500 Congress visitors are expected, including librarians and library directors, librarians in charge of acquisitions, technical services and data processing. Another 10,000 book, documentation and information professionals have also been invited. The event will cover all areas of activity involving libraries such as press and publishing, equipment and supplies, computers, databanks and databases, new information media, reproduction systems, cultural and scientific oriented organizations, etc.

TKM Software Limited was founded in 1986 to develop and market library automation software.

In 1988 TKM purchased BuCAT from Brandon University. BuCAT is a library automation package for the mid size to large libraries and runs on VAX hardware from Digital Equipment Corporation.

TKM is expanding. At present there are in excess of 20 installations of BuCAT (applicable to mid size and large libraries) and MicroCAT (applicable to smaller libraries). The installations include Schools, Institutions, Colleges, Universities and Public Libraries.

In late 1988, TKM received funding for research and development through the Federally sponsored Western Economic Diversification Fund. This funding will allow TKM to put added emphasis onto the development of additional modules. At present the modules developed and under development for BuCAT are as follows:

Online Public Access Catalogue	installed
Cataloguing (MARC Editor)	installed
Circulation	installed

P.O. Box 1525, 839-18th Street, Brandon, Manitoba, Canada R7A 6N3 Telephone (204) 727-3873

Acquisitions	to be released Sept./Oct.
Authorities	to be released October
Serials and Inter-Library Loan	under development

At present the modules developed and under development for MicroCAT are as follows:

Online Public Access Catalogue	installed
Cataloguing (MARC Editor)	installed
Circulation	installed
Acquisitions	under development

MicroCAT was developed under Xenix and it has been ported to the MS DOS environment.

The TKM MARCsource database provides a source of MARC records for cataloguing purposes. The database can be accessed on-line or the records can be obtained in a batch process. One of the most unique features about this is that MARC records will be available for journal articles. Cataloguing the journal articles is a way of providing better patron access to a library's local collection. Libraries which have started the process of cataloguing journal articles have experienced a dramatic increase in the patron use of this type of material.

TKM Software Ltd. will be represented on this mission by Mr. Terry Mitchell. We are very keen to pursue this opportunity as we have been exploring ways to enter the Eurpoean market for the past year.

TKM contact: Ross Eastley
Telephone: (204) 727 - 3873
FAX: (204) 727 - 3338

Department of External Affairs Contact:

Susan Harper
Canadian Embassy
Paris, France
Telephone: 011 33 1 47 23 0101
FAX: 011 33 1 47 23 56 2

Mr. Marc LePage
Department of External Affairs
Western Europe, Trade, Investment
& Technology Division
Lester B. Pearson Building
Tower A, 7th Floor
125 Sussex Drive
Ottawa, Ontario
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Telephone: (613) 996 2363

Date: August 14, 1989

HE PUBLICATIONS

The Challenge for Research in Higher Education: Harmonizing Excellence and Utility, ASHE-ERIC Higher Education Report No. 8, 1988, by Alan Lindsay and Ruth Neumann, 120 pp.

The challenge for higher education institutions is to incorporate utility into the research policy and funding processes without compromising the pursuit of excellence. The division between "pure" and "applied" research must be dismantled, without compromising the vital and diverse research culture and the teaching-research nexus which underpin current university structure.

To resolve this dilemma, the authors trace the history of higher education into its present form. The three distinct functions of contemporary higher educaiton--research, teaching, and service--came into existence at different epochs and under varying conditions. Contemporary insitutions can learn from the evolutionary process how to incorporate them anew. Proper planning and acceptance can work wonders for modern campuses.

($15.00 from ASHE-ERIC Higher Education Reports, Dept. EA, One Dupont Circle, Suite 630, Washington, DC 20036-1183: 10% off 15 or more copies; 20% off for bookstores and distributors).

****

Entrepreneurship and Higher Education: Lessons for Colleges, Universities, and Industy, ASHE-ERIC Higher Education Report No. 6, 1988, by James S. Fairweather. 141 pp.

Higher education and industry enter the 1990s with strong incentives to form alliances. The combination of academic leaders in search of revenue, industrialists looking for a competitive edge, and state and fereal governments attempting to restore economic vitality has resulted in dramatic growth in industry-university liaisons.

To assist government, industrial, and academic leaders, this monograph provides a framework for examining industry-university relationships and for evaluating their impact on a variety of social, economic, and educational goals. The first chapter describes the emergence of industry-university liasons. Other chapters discuss motivating forces, characteristics and types of liasons, and operational issues.

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Higher Education and State Governments: Renewed Partnership, Cooperation, or Competition? ASHE-ERIC Higher Education Report No. 5, 1988, by Edward R. Hines. 159 pp.

The 1980s and 1990s have been characterized as a period when states will be major initiators of policies for higher education. The underlying conceptual issue throughout the report is the issue of accountability and autonomy. This issue, and more broadly the relationship between state government and higher education, are explored using a set of current policy issues, including economic development, assessment, and deregulation. In the analysis, a continuum is presented from a condition of full accountability with maximum state control to complete autonomy with minimum state control. In higher education, the most common pattern has been a state-aided approach typified by states' encouraging institutions to develop programs and services.

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****

Peer Teaching: To Teach is to Learn Twice, ASHE-ERIC Higher Education Report No. 4, 1988, by Neal A. Whitman. 85 pp.

The purpose of this report is to describe efforts in higher education to use peer teaching. Peer teachers in this report refer to students teaching students in situations that are planned and directed by a teacher. Studies of peer teaching support the notion that both the peer teacher and the peer learner benefit on cognitive and affective levels.

Types of peer teaching are also covered, including teaching assistants, peer counselors, and tutors. Whereas teaching assistants, tutors, and counselors may be more advanced than the students they teach, peer teaching also occurs among equals in the form of partnerships and work groups.

When considering implementation of peer teaching programs, academic planners should consider a public relations campaign, a well-defined recruitment and selection process, and a formal training program.

($15.00 from ASHE-ERIC Higher Education Reports, Dept. EA, One Dupont Circle, Suite 630, Washington, DC 20036-1183: 10% off 15 or more copies; 20% off for bookstores and distributors).

Planning for Microcomputers in Higher Education: Strategies for the Next Generation, ASHE-ERIC Higher Education Report No. 7, 1988, by Reynolds Ferrante, John Hayman, Jr., Mary Susan Carlson, and Harry Phillips, 120 pp.

The purchasing of computers, from hardware and software to mainframe and personal computers, has been random, overwhelmed, and poorly concieved in most cases. This monograph, based on a national survey of successful institutions at computer management, attempts to put into perspective why-tos and wherefores of computer purchasing.

Case studies augment the authors' considered views on how institutions can regain control of computers and computer purchasing. The myriad of different equipment and its rapid obsolescence makes this field atypical of traditional higher education management decisions. But tools and techniques from multiple fields are available to help, including business, strategic planning, environmental scanning, and other processes.

($15.00 from ASHE-ERIC Higher Education Reports, Dept. EA, One Dupont Circle, Suite 630, Washington, DC 20036-1183: 10% off 15 or more copies; 20% off for bookstores and distributors).

*** CIJE MONTHLY REPORT - OCT89 I.CIJE2 ***14:51:57 30 AUG 1989 PAGE NO. 1

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CG	145	14	9	1421
CS	125	14	3	1674
EA	61	6	4	1026
EC	161	15	38	1495
FL	46	5	0	698
HE	126	13	0	1157
IR	114	24	21	1181
JC	26	4	0	243
PS	41	4	0	675
RC	54	5	0	452
SE	200	28	6	1817
SO	145	18	12	1119
SP	64	11	0	665
TM	41	7	0	544
UD	35	7	0	497
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CG	149	17	6	1570
CS	211	22	6	1885
EA	48	7	0	1074
EC	182	19	40	1677
FL	67	10	7	765
HE	38	6	0	1195
IR	126	25	15	1307
JC	26	2	0	269
PS	75	6	0	750
RC	69	9	1	521
SE	200	25	6	2017
SO	115	17	7	1234
SP	71	12	0	736
TM	41	8	0	585
UD	96	10	0	595
GRAND TOTALS	1601	217	100	17408

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CG	118	10	0	1688
CS	128	14	0	2013
EA	53	9	2	1127
EC	190	24	37	1867
FL	54	8	2	819
HE	116	14	0	1311
IR	126	31	4	1433
JC	16	2	0	285
PS	56	6	0	806
RC	31	7	0	552
SE	175	18	28	2192
SO	85	14	0	1319
SP	86	9	2	822
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UD	72	12	4	667
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14. "Librarians Look to New Systems and Sources," by Michael Keating (*School and College*, August 1989, p. 13-14)

15. "ERIC's *Resources in Education* (RIE): A Rich Reservoir of Recent and Retrospective Education Literature," by Jane Henson (SO) (*Keeping Up*, Fall 1989, p. 1-2)

16. ERIC: Sphinx or Golden Griffin?", by Manuel D. Lopez (*Urban Education*, v24, n3 Oct. 1989, p. 287-307).

EPM CHAPTERS
HIGHLIGHTED THIS MONTH
FOR REVISION

OCTOBER/NOVEMBER (CATALOGING)/DECEMBER-JANUARY (ABSTRACTING)

ACTION ITEMS

CIJE 1990 SCHEDULE

Oryx Press has provided the Facility with their schedule for CIJE during 1990 (see Attachment 1).

The May and September CIJE issues will be the two five-week issues during the year.

...Magon Kinzie (Oryx)

AVOID EXCESSIVE ZEAL IN SEARCHING FOR PERSONAL AUTHORS NOT ON TITLE PAGE--CASE OF THE NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

The *ERIC Processing Manual* (EPM) advises processors to avoid excessive zeal in ferreting out personal names not appearing on title pages and then using them as personal authors. A perfect case in point supporting this advice recently occurred with documents from the North Carolina DPI. Their letter appears as Attachment 2. The letter demonstrates that sources do care significantly about such mundane matters as cataloging and that the cataloging path that leads to fewest problems is to take your cue from the document, i.e. if the source had wanted personal credit to be given, they would have put the names on the title page. If no names appear on the title page, sources cannot fault a processor for cataloging such an item without personal authors.

...Carolyn Weller (Facility)

TECHNOLOGY

FACSIMILE/FAX MACHINE COMPARISON (PIELE REPORT)

Phil Piele, the EA Director, has prepared a wonderfully detailed report on available FAX machines. The report discusses features offered and compares a large number of machines by features offered and price. (See Attachment 3).

...Pat Brown (Facility)

STANDARD REQUIREMENTS (ADDRESSED TO AUTHORS/SOURCES) FOR THE PREPARATION OF DOCUMENTS THAT MAY BE MICROFILMED

The Association for Information and Image Management (AIIM) (the former National Microfilm Association (NMA)) is in the process of developing a standard for the preparation of documents that may be microfilmed. The standard would be directed at authors/sources and has the intent of fostering documents that could be filmed successfully, without significant loss of information or image quality.

Their draft standard is identified as MS35 and is of interest to ERIC for several reasons: (1) the draft uses some pages from the old ERIC Document Reproducibility Guidelines; (2) if all ERIC's sources followed this standard, EDRS wouldn't have any microfilming problems.

The text of the draft (minus some attachments) is reproduced here as Attachment 4, for the benefit of those Clearinghouses that would like to have something of an advisory nature in this area to provide to their document suppliers.

...Ted Brandhorst (Facility)

THE STATUS OF ERIC CLEARINGHOUSE TECHNOLOGY

The Technology Task Force conducted a telephone survey of the Clearinghouses in March and April 1989 to determine a wide variety of parameters pertaining to technology, e.g. equipment, software, major automated applications, LAN's, mailing lists, document tracking systems, desktop publishing, word processing, spellchecking, Digest production, etc. The data were gathered by Larry Rudner (TM) and were reported on by Jane Henson and Larry at the ERIC Directors Meeting in October 1989. See Attachments 5A and 5B for Jane's summary and Larry's tabular presentation of the data.

...Mike Eisenberg (IR)

ELECTRONIC MAIL

E-MAIL

A. New Features

Two new features have been added to the MultiLink E-mail system. Users now have the capability to search the entire series of E-mail messages on the system (or the messages since the number specified) for specific character strings in the TO/FROM/SUBJECT elements of the messages. Following the normal sign-on procedures, and immediately following the issuance of the first ".MSG" command, the system will then ask the user to enter a search request, whether it be a name, an ERIC component designator (e.g., Clearinghouse prefix), or simply just a subject. This feature is optional and may be bypassed by simply striking the "ENTER" key at the prompt.

The second new feature is the implementation of the new Private Message capability. The system now features the option of identifying a message as private at the time of message entry. When the ".ENT" command is issued, the user may then enter an asterisk "*") after the "SUBJECT (*=private):" prompt. If this is done, only the individual to whom the message is directed (and the sender, of course) will be able to view it.

B. Standardizing User Names to Show Their Affiliation

In order to achieve consistency and efficiency throughout the E-mail system, each individual E-mail user, when next signing onto the system, should register him/herself by name followed by a "slash" (/) followed by a prefix identifying the particular component, e.g. "Pat Brown/FAC." For Clearinghouses, the regular two-character prefix should be used. The other components should use one of the following, as appropriate: /CERIC, /FAC, /EDRS, /ORYX, /AE.

The present list of users contains a variety of misspelled names, names preceded by special character names without ID, institutional ID's only, and even some outside "hackers." However, the list is only about 150 names long and as new names are added, old ones drop off the end. If we all abide by the "rules" above, the list will gradually be weeded until only properly spelled and affiliated names appear on it.

If you should have any questions or problems with any of the above, please contact Pat Brown or Carolyn Weller at the Facility.

...Pat Brown (Facility)

VENDOR NEWS

EDRS

SPECIAL FAST ORDERING AND DELIVERY OF ERIC DOCUMENTS NOW AVAILABLE FROM THE ERIC DOCUMENT REPRODUCTION SERVICE (EDRS)

ERIC documents can now be sent to you from EDRS within three (3) working days, if you use your MasterCharge or Visa credit card. You may order directly using one of the following methods:

- Call in your order--
  1-800-227-ERIC
  (24 hours a day).

- FAX your order--
  (703) 823-0505
  (24 hours a day).
  You can place and receive an order via FAX. A FAXed document can be delivered within 24 hours!

- Order via computer--
  (703) 823-0504
  (after 5pm Eastern Time).
  If you have a computer and a modem, call and follow the menu on the "ERIC After Hours" screen.

To ensure quick receipt of documents ordered by the above methods, you should request shipment by either:

- USPS Express Mail, or
- Federal Express, or
- UPS Next Day Air, or

- FAX transmission of your document (a service charge of $2.00 per FAXed document and the transmission charges will be added to the cost of the document(s)).

You may, of course, continue to order regularly via mail or through the online information services (Dialog, OCLC, BRS, Orbit). The normal EDRS processing time for mail orders is five (5) days and the normal processing time for orders received via the online information providers is three (3) working days.

The above notice is also appearing in RIE as a "Special Announcement."

..Vic Fortin (EDRS)

DIALOG

ERIC DIGESTS--TEXT ADDED TO ERIC (*DIALOG CHRONOLOG*, OCT. 1989, 89:405)

Beginning in October 1989, DIALOG added the full text of 318 selected Digests to the regular ERIC database. The full text can be called up by using "Format 9." The selected Digests are all identified by Publication/Document Type Code 073.

The *DIALOG Chronolog* announcement of this new feature appears on the right.

..Ted Brandhorst (Facility)

ERIC Digests Added to ERIC

Beginning in October, DIALOG will make available *Digests* in **ERIC (File 1)**. *ERIC Digests* are short (1,000 to 1,500 words) full-text reports on topics of prime current interest in education. Sample topics are "Qualities of Effective Writing Programs," "Promotion Policies in Urban High School," "Full Day or Half Day Kindergarten?," and "Teleconferencing in Higher Education."

Digests are targeted especially for the busy practitioner who requires a review and synthesis of relevant information on a topic. Each *Digest* also includes a brief bibliography of recent materials on the subject. *Digests* are produced by the 16 Clearinghouses that contribute to the ERIC system, and each *Digest* is reviewed by content specialists before publication.

Digests will be added to 318 ED (*Resources in Education*) records in October, and more will be added in the future at yet-to-be-determined intervals. *Digest* records can be isolated by SELECTing DT=ERIC DIGESTS (SELECTED) or by SELECTing the Document Type code 073 (DT=073). The text of *Digests* is ***not*** searchable. *Digests* display only in Format 9, or with the user-defined format code TX. The price for records with *Digests* is $0.25 TYPEd or DISPLAYed online and $0.45 PRINTed offline. (Note also that ERIC records PRINTed in Format 5 will be priced at $0.15 each, effective October 1, 1989). □

Announcement in DIALOG Chronolog
October 1989, 89:405

BASIC ERIC INFORMATION PANELS IN CD-ROM PRODUCTS--RESPONSE BY DIALOG

In August, the Facility followed up on a Steering Committee recommendation by sending a letter to the online and CD-ROM vendors concerning a "basic ERIC information panel," particularly for CD-ROM products. The rationale behind the suggestion was that many users, particularly those working independently via CD-ROM, don't know what the next step is after they've located material of interest to them in the ERIC database. A copy of that letter appears as Attachment 6-A.

Thus far, only DIALOG has responded (see Attachment 6-B).

...Ted Brandhorst (Facility)

DIALOG ONDISC MANAGER VERSION 3.0 (NEWS RELEASE)

In November, DIALOG announced a variety of enhancements to its CD-ROM software, e.g.

- the ability to save and re-execute search strategies;
- the addition of menu mode choices within the Command search mode;
- Options that allow an administrator to control the user's environment; and
- the ability to utilize up to 64K of expanded memory (if available).

The news release that describes the enhancements in some detail appears as Attachment 7.

...Pat Brown (Facility)

SILVERPLATTER

SILVERPLATTER RETRIEVAL SOFTWARE RELEASE 1.6 (NEWS RELEASE)

In October, SilverPlatter announced Release 1.6 of its CD-ROM retrieval software. Users were cautioned to install 1.6 immediately in order to ensure compatibility with subsequent database updates. See Attachment 8 for the relevant News Release.

...Pat Brown (Facility)

SILVERPLATTER HIRES SUSAN BERGMAN AS SOCIAL SCIENCES PRODUCT MANAGER (INCLUDING RESPONSIBILITY FOR ERIC)

In October 1989, SilverPlatter announced (see Attachment 9) the hiring of Susan Bergman as Product Manager for all social science databases (including ERIC). Susan will be headquartered in Washington, DC. She was formerly Director of Database Services for PsycINFO and is currently a member of the NFAIS Board of Directors.

Susan would be the logical contact point for those of you who might have suggestions about product improvement involving the ERIC-on-CD-ROM product.

...Ted Brandhorst (Facility)

CBIS ANNOUNCES THAT ITS "CD CONNECTION" AND "CD SERVER" SOFTWARE ARE BEING INCORPORATED IN SILVERPLATTER'S MULTIPLATTER SYSTEM (NEWS RELEASE)

With SilverPlatter's MultiPlatter Network, connected PC's can access any CD-ROM discs in the network and multiple users can perform searches on the same CD-ROM disc.

The MultiPlatter system makes use of "CD Connection" and "CD Server" software. CBIS, the creator of these software packages, has issued a News Release (see Attachment 10) describing the technical advantages of their software.

...Pat Brown (Facility)

NETWORK NEWS

RIE COVER COLOR FOR 1990-- PANTONE 330C (DARK GREEN)

Central ERIC has selected the RIE cover color for 1990: Dark Green (Pantone 330C). The January 1990 issue will be the first issue printed with this choice, for those of you who may want to get "color coordinated."

...Pat Coulter (CERIC)

ERIC MICROFICHE COLLECTION (1970-1979) AVAILABLE FOR SALE FROM WRIGHT STATE UNIVERSITY (CELINA, OH)

Wright State University has notified the Facility that they wish to sell their ERIC microfiche collection. The collection extends from 1970 through June 1979, about ten years. There are approximately 49,000 microfiche in eight cabinets. Terms are negotiable.

We have offered to promulgate this information to the Clearinghouses, which may then be able to notify potential interested parties via their newsletters and other means.

The offer letter from Wright State University is shown as Attachment 11.

...Mike Davis (Facility)

EA CREATES FORM FOR GATHERING MONTHLY STATISTICS

To aid in the collection of data for the ERIC Monthly Statistical Report, the staff at ERIC/EA created a set of forms that include the data items, their definitions, and blank spaces for the data, the name of the person filling out the form, and the month. Each major category--acquisitions, database building, and so forth--is printed on a separate sheet or sheets. At the end of each month, the staff members responsible for the different categories fill out the forms and hand them to the person in charge of assembling the data on the diskette.

We'll be happy to send a set of the forms to any Clearinghouse that might find them useful. To see what the forms look like, refer to the sample in Attachment 12.

...Stuart Smith (EA)

HE CO-SPONSORS LITERACY EXHIBIT

To celebrate International Literacy Day and the beginning of the New Adult Readers Congress in Washington, DC, HE co-sponsored an exhibit of literacy providers in the lobby of the National Center for Higher Education.

The idea for the exhibit came from Chris Rigaux, managing editor at HE and a member of the local Washington Literacy Council. He took care of organizing the exhibit, which attracted some twenty organizations, including the Library of Congress, Prince George's (Maryland) County Library, the Northern Virginia Literacy Council the Washington Literacy Council, Reading is Fundamental, Laubach Literacy Action, and Project Northstar for Homeless Children.

Susan Reneau of the American Association of Community and Junior Colleges, another co-sponsor, handled publicity and corporate donations. Through her efforts, free coffee and doughnuts were distributed one morning to a crowd of several dozen people.

The third co-sponsor was the American Council on Education. One organization has reported recruiting five new tutors as a direct result of the exhibit. Now if learning to read were only so easy.

...Chris Rigaux, HE

ERIC DIRECTORS MEETING, OCTOBER 26-27, 1989

The ERIC Directors Meeting took place on October 26-27, 1989 at the Ballston Ramada Hotel, Arlington, Virginia. For the record, the ERIC Facility Report and the EDRS Report (selected items) are provided here as Attachments 13-A and 13-B, respectively.

...Elizabeth Pugh (Facility)

ACCESS ERIC PREPARES ANNOUNCEMENTS FOR:
(1) CATALOG OF ERIC CLEARINGHOUSE PUBLICATIONS;
(2) ERIC REVIEW;
(3) ERIC CALENDAR OF EDUCATION-RELATED CONFERENCES; and
(4) CONCLUSION BROCHURES

ACCESS ERIC opens the new year with announcements concerning two new products now available, a second product planned for Spring 1990, and the public availability in quantity of the Clearinghouse-prepared "Conclusion Brochures."

These four announcements appear below, in sequence:

A. *Catalog of ERIC Clearinghouse Publications*

ACCESS ERIC has compiled a *Catalog of ERIC Clearinghouse Publications*. Copies of the new *Catalog of ERIC Clearinghouse Publications* are now ready and available for distribution. The *Catalog* covers a wide range of publications produced by ERIC Clearinghouses, such as: Bibliographies, Digests, Monographs, and Teaching Guides.

Each Clearinghouse publication list has a separate pagination within the *Catalog*. This is to allow each Clearinghouse to use/photocopy its individual portion of the *Catalog* as a separate, stand alone "publications available" list.

The *Catalog* includes ordering information and prices for all current, in-print Clearinghouse Publications, as well as for best sellers still available from previous years. For a free copy of the *Catalog*, call 1-800-USE-ERIC.

B. *ERIC Review*

New from ERIC in 1990 is *The ERIC Review*. A pilot issue will be published in the Spring of 1990. Published three times a year, each issue of *The ERIC Review* will bring you current research findings and news of important ERIC and education-related developments. It will also highlight new publications produced by the ERIC Clearinghouses and by the Office of Educational Research and Improvement (OERI), as well as major resources recently abstracted in the ERIC database.

C. *ERIC Calendar of Education-Related Conferences*

To stay abreast of events in education, you will want to order the *ERIC Calendar of Education-Related Conferences*. The Calendar is an extensive listing of national and regional conferences covering

a full spectrum of educational topics. The information in the Calendar is maintained on an online database and updated continuously.

D. *Conclusion Brochures*

In response to parents' concerns about issues in education, as reported in a recent Gallup Poll, the Educational Resources Information Center (ERIC), a nationwide education information network, has prepared the *free* Conclusion Brochure series.

Developed especially for parents and teachers, Conclusion Brochures synthesize recent education research on timely topics. Concerned parents and teachers can find out what they can do to help children with their education with these useful, easy-to-read pamphlets.

Written by experts in the education field, each of the 12 pamphlets provides practical information such as answers to commonly asked questions, organizations to call for help, and additional reading materials. The titles in the series thus far are:

Do Schools Teach Us Enough About Our Constitution?
How Are Teachers Selected?
How Are Textbooks Selected?
How Can I Be Involved in My Child's Education?
How Can I Improve My Child's Reading?
How Can I Help Develop My Child's Language Skills?
How Can We Keep Students In School?
How Do I Help My Child Say "No" To Drugs?
Is Repeating A Grade A Sign Of Failure?
Should Gifted Students Be Grade Advanced?
What Alternative Do Public Schools Offer?
What Can Kindergarten Teach Children About Reading?

Additional titles reflecting emerging trends and issues in education will be available in the future.

These Conclusion Brochures are distributed by ACCESS ERIC and can be ordered by calling toll-free 1-800-USE-ERIC. (On request, bulk quantities are available to parent/teacher associations, schools, libraries, and other agencies.)

...Sam Fustukjian (ACCESS ERIC)

ABOUT ERIC

CHARLES MISSAR TALKS ABOUT ERIC AT SLA ANNUAL CONFERENCE

Charles Missar, recently retired from OERI and long-time ERIC aficionado, recently spoke about

ERIC at the Annual Conference of the Special Libraries Association (SLA). His remarks primarily concerned machine-readable data files (MRDF).

While his remarks were extemporaneous, they were reported in an article entitled "*Librarians Look at New Systems and Sources*," by Michael Keating, in the August 1989 issue of *School and College* (p.13-14). Since the article deals almost in its entirety with Charles' talk, it is reprinted here as Attachment 14.

...Charles Missar (Facility)

"ERIC'S *RESOURCES IN EDUCATION* (RIE): A RICH RESERVOIR OF RECENT AND RETROSPECTIVE EDUCATION LITERATURE," BY JANE HENSON (SO)

The feature article in the Fall 1989 issue of SO's newsletter *Keeping Up* is Jane Henson's piece on RIE (see Attachment 15). While every Clearinghouse newsletter has at one time or another included this type of article, Jane's is notable in its use of "exemplary documents from the ERIC database." Recent SO publications have also concentrated on this approach. Since it fits so well with what Clearinghouses are going to be asked to do in 1990 in selecting items for the upcoming UMI "Compact ERIC" packages, SO may have gotten a jump on the rest of us in this particular area.

...Gail Mathews (Facility)

"ERIC: SPHINX OR GOLDEN GRIFFIN?," BY MANUEL LOPEZ (SUNY AT BUFFALO)

Manuel Lopez of SUNY at Buffalo has recently sent us a copy of his article on ERIC published in the October 1989 issue of the journal *Urban Education* (see Attachment 16).

The article was well-researched and contains an extensive bibliography. Basically favorable to ERIC, the article attempts a balanced view that while ERIC has a lot to offer, the user must be aware of its limitations. The Sphinx can't provide all the answers; the Griffin guards more than one treasure.

...Maureen Roberts (Facility)

VISITORS AND TRAVELS

UD HOSTS STAFF FROM CENTER FOR THE STUDY OF THE BLACK EXPERIENCE IN HIGHER EDUCATION

On November 16th and 17th, the UD staff met with Carmen Harris, a research associate with the Center for the Study of the Black Experience in Higher Education. The Center is a new project at Clemson University in South Carolina. It will collect and disseminate information on both the high school and college experiences of black

students and make it available online to researchers. Ms. Harris was very interested in learning about Clearinghouse operations in general, and in particular, the ways that we acquire and process documents. UD looks forward to a mutually beneficial relationship with the Center in the future.

...Wendy Schwartz (HE)

HE DIRECTOR MEETS WITH HIGHER EDUCATION LEADERS IN PARIS

During the week of September 17-23, Jonathan D. Fife, Professor of Higher Education and Director of the ERIC Clearinghouse on Higher Education, met with officials of the International Association of Universities (IAU), the Director of the UNESCO European Centre for Higher Education and the Chief of the UNESCO Documentation and Computerized Management Service of the Education Sector, in Paris, and with the Director and Deputy-Director of the International Bureau of Education in Geneva. The purpose of these meetings was to complete final understandings for the development of a projected world-wide bibliographic journal concerned with higher education. This publication will be produced by IAU and will appear biannually as a bibliographic journal; it will also be an online computerized database. The target date for the first issue of this bibliographic journal is scheduled for Fall 1990.

..Jan Burt/HE

PERSONNEL

STAFF SHIFTS AT UD

Robin Johnson Utsey, Assistant Director, is now on leave. She and her husband Robert are expecting their first child, and Robin is taking some time off before and after the birth. Patricia Jensen, Senior Information Specialist, has assumed some of Robin's work, and will answer all questions that would have otherwise been directed to Robin. Patricia can be reached at (212) 678-3437.

Douglas Folsom has recently joined the staff as Information Specialist. He is working on acquisitions with Amy Stuart Wells. Amy and Doug can be reached at (212) 678-5118.

...Wendy Schwartz (UD)

PUBLICATIONS

HE PUBLICATIONS

- *Making Sense of Administrative Leadership: The 'L' Word in Higher Education.* ASHE-ERIC Higher Education Report No. 1, 1989, by Estela Bensimon, Anna Neumann, and Robert Birnbaum. 108 pp.

Parents and policy makers have raised a hue and a cry over the state of American higher education recently, and many are looking to presidents, vice presidents, deans, and other campus leaders to answer the call. But how realistic is it to expect one person or small cadre of persons to affect the modern university structure? This report, based on the most exhaustive study of leadership attributes and styles known to exist in higher education, will tell you.

Six distinctive types of leaders have been identified, based on literature drawn from politics and business as well as higher education. Traits, mannerisms, and ideas are all part of effective leadership.

The authors are all with the National Center for Postsecondary Governance and Finance, funded by OERI. Financial assistance was also provided by the Lilly Endowment and TIAA-CREF.

This report is being mailed to every president whose institution is a member of TIAA/CREF. This unusual distribution is taking place because TIAA/CREF was one of the original sponsors of a study on leadership styles conducted by Estela Bensimon, Anna Neumann, and Robert Birnbaum. TIAA/CREF was so impressed by the authors' work that they wanted to assist in assuring the report the widest distribution possible; hence, they bought 1,200 copies.

($15.00 from ASHE-ERIC Higher Education Reports, Dept. EA, One Dupont Circle, Suite 630, Washington, DC 20036-1183: 10% off 15 or more copies; 20% off for bookstores and distributors).

...Chris Rigaux (HE)

GWU TAKES OVER ASHE-ERIC SERIES

The George Washington University became the official publishers of the *ASHE-ERIC Higher Education Reports* on September 1, 1989. The series, which had been published by the Association for the Study of Higher Education, will be published by the School of Education and Human Development. The Association will continue to cooperate in the preparation of editorial content for the reports. Jon Fife, Director of HE, will continue as Series editor.

The monograph series, with 2,400 subscribers and sales routinely around 3,500, now enjoys the widest distribution of any

higher education book series, including Jossey-Bass and ACE/Macmillan. The 1989 series will be the eighteenth year, with well over 125 titles still in print. Topics scheduled to be covered this year include affirmative action for faculty, leadership, athletic programs, student assessment, multicultural student populations, civic responsibility, developmental programs, and commuter students.

...Chris Rigaux (HE)

ERIC/SMEAC PUBLICATIONS

- *A Review and Synthesis of Research in Mathematics Education Reported During 1987*. Donald J. Dessart. Publication Date: January, 1989. ERIC Clearinghouse for Science, Mathematics, and Environmental Education. Available from SMEAC/IRC, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($12.50).

This is a narrative review of research in mathematics education reported during 1987. The purpose of the review was to extract from research reports ideas that may prove useful to school practitioners. Major sections are:

(1) "Planning for Instruction" (relating historical developments, aides and grades, teaching approaches, problem solving, drill practice, mental computations, and attitudinal factors);

(2) "Mathematical content and Materials";

(3) "Individual Differences, Evaluation, and Learning Theory";

(4) Teacher Education";

(5) "College Level Instruction" (considering prominent researchers and teachers, content, learning, prediction of success, word problems, student errors, remediation, computers, anxiety and sex differences);

(6) "Research Summaries"; and

(7) "Epilogue: Recommendations for Future Research" (identifying 11 problem areas.

A total of 288 references are listed.

- *A Summary of Research in Science Education* - 1987. John R. Staver, and Others. Publication Date: January 1989. ERIC Clearinghouse for Science, Mathematics, and Environmental Education. Available from SMEAC/IRC, 1200 Chambers Road, Room 310, Columbus, Ohio 43212 ($12.50), and from John Wiley ($16.33 for U.S. orders; $24.16 for foreign orders).

This volume represents a compilation and review of more than 400 research reports in 1987. Its objective was to organize the research in such a way that studies on related topics are easy to access

by practitioners or researchers. It is organized around four major sections that reflect the process of teaching, learning, and schooling, including:

(1) "Learners and Learning";
(2) "Teachers and Teaching";
(3) "Curriculum and Instruction";
(4) "Context and Settings."

Each major section begins with an overview of the research summarized and a context for review, and ends with a reference list appropriate to that section. A discussion of the significance of the studies and implications for practice and future research is included in each major section.

- *Information Technology and Science Education. 1988 AETS Yearbook.* James D. Ellis, Editor. Publication Date: January 1989. ERIC Clearinghouse for Science, Mathematics, and Environmental Education. Available from SMEAC/IRC, 1200 Chambers Road, Room 310, Columbus, Ohio 43212. ($12.50).

This yearbook examines the overlap of information technology and science education. The first five chapters present a vision of how information technology can enhance science education. Chapters 6 through 8 present the status of information technology in science education and discuss the relationship between them. Chapters 9 through 14 discuss how we can improve the use of information technology by teachers and students in science classrooms. Chapter authors include Robert Tinker and Seymour Papert; Cecilia Lenk; Robert Sherwood; Paul Horwitz; Carl Berger; William Baird; Kevin Wise; Marcia Linn; Rodger Bybee and James Ellis; Roger Johnson and David Johnson; Laura Martin, Jan Hawkins, Sameul Gibbon, and Regan McCarthy; Robert James; Paul Kuerbis and Susan Loucks-Horsley, and James Ellis.

1990 CIJE SCHEDULE

1990 Monthly CIJE Issue	B1 Tues CH to Fac	B1 Thurs Fac to Oryx	B2 Tues CH to Fac	B2 Thurs Fac to Oryx	B3 Tues CH to Fac	B3 Thurs Fac to Oryx	B4 Tues CH to Fac	B4 Thurs Fac to Oryx	Tues CH to Fac	Thurs Fac to Oryx
Jan	9/26	10/5	10/3	10/12	10/10	10/19	10/17	10/26		
Feb	10/24	11/2	10/31	11/9	11/7	11/16	11/14	11/30		
Mar	11/28	12/7	12/5	12/14	12/12	12/21	12/19	1/4		
Apr	1/2	1/11	1/9	1/18	1/16	1/25	1/23	2/1		
May*	1/30	2/8	2/6	2/15	2/13	2/22	2/20	3/1	2/27	3/8
Jun	3/6	3/15	3/13	3/22	3/20	3/29	3/27	4/5		
Jul	4/3	4/12	4/10	4/19	4/17	4/26	4/24	5/3		
Aug	5/1	5/10	5/8	5/17	5/15	5/24	5/22	5/31		
Sep*	5/29	6/7	6/5	6/14	6/12	6/21	6/19	6/28	6/25	7/5
Oct	7/3	7/12	7/10	7/19	7/17	7/26	7/24	8/2		
Nov	7/31	8/9	8/7	8/16	8/14	8/23	8/21	8/30		
Dec	8/28	9/6	9/4	9/13	9/11	9/20	9/18	9/27		

This schedule reflects the two weeks (Thanksgiving & Christmas) when no tapes are rcvd. at Oryx.

ATTACHMENT 1
Page 1 of 1

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

116 West Edenton Street • Education Building
Raleigh, NC 27603-1712

Bob Etheridge
Superintendent

October 17, 1989

Mr. Ted Brandhorst, Director
ERIC Processing and Reference Facility
2440 Research Boulevard
Suite 550
Rockville, MD 20850-3238

Dear Mr. Brandhorst:

This is in reference to our earlier conversation about two documents from the North Carolina Department of Public Instruction (DPI) that have been published with individual authors' names. The matter was first brought to our attention by the Summer, 1989, ERIC/IR UPDATE which includes reference to these two documents (ED 295 594 and ED 295 593) and attributes authorship to the first name in a list of contributors. The microfiche itself indicates these names as well as the NC Department of Public Instruction. It is DPI policy that individual authors shall not appear on the document (but may appear in acknowledgements, etc.) and that sole authorship is attributed to the Department.

This happened last year to another document from DPI (ED 287 569), apologies were extended, and we were sent a copy of your in-house publication, ERIC ADMINISTRATIVE BULLETIN, June-July, 1988, which spoke to the problem and admonished catalogers not to go to "inappropriate lengths to find a personal author." We appreciated the notice that our complaint received and regret that it did not take!

In an effort to help ensure that this does not happen again, we will affix the following statement to the cover pages of all documents that we send to your facility: "PLEASE NOTE: The only AUTHOR to be used for this publication is NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION." I hope that this will resolve the problem.

I appreciate your helpful suggestions and your kind attention to

our Department policy. Please let me know if there is anything more that we can do to work with you on this problem.

Sincerely,

Gloria Bowman

Gloria M. Bowman, Coordinator
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Educational Media and Technology Services

Margaret Bingham, Consultant
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Reference: ED 295 594 INTEGRATING COMPUTERS INTO THE CURRICULUM--4-8
ED 295 593 INTEGRATING COMPUTERS INTO THE CURRICULUM--KINDERGARTEN

November 1988

FACSIMILE PRODUCT COMPARISON

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Introduction

The following text describes the specifications and features which are available on most facsimile machines. A facsimile or fax machine produces exact reproductions or copies by the transmission and reproduction of graphic matter transmitted by electrical means, such as by radio, wire or microwave. These automated office systems are document processors which transmit letters, photos, diagrams and/or graphs. The document transmission and reception occurs over ordinary telephone lines at sub-minute speeds producing copies of the original documents.

The cost of sending a one-page document over fax from Eugene to the East Coast during business hours is about $2, compared with about $10 for overnight mail. The transmission speed for a standard page is based upon the CCITT Test Chart #1 which is a typical (8.5 x 11 inch) business letter with approximately three paragraphs which contains approximately 300 words. A fax transmission occurs over phone lines and is billed as an ordinary phone call. The initial exchange of information or "handshake" between the transmitting and receiving machine requires about 35 seconds. After the initial "handshake" the transmission of information depends on the time required for the machine to "read" the document. The transmitting and receiving faxes communicate at the speed of the slower document.

The international telecommunications compatibility standard for faxes is known as Group 3 (G3), which are faster and more precise than their Group 1 (G1), Group 2 (G2), and North American F.M. (six-minute) forerunners.

Group 4 technology is developed and available for optical transmission lines or in-house communication networks. The G3 machines send 9,600 bits of information a second--9,600 baud (bits per second-bps) or a page every 15 seconds. The older machines (G2/G1/N.A.FM) transmit at 7600/4800/2400 bps, respectively.

Most fax machines make convenience copies of any document whether you fax that document or not. Some are portable and can be taken on business trips or home when needed.

Qualities

The following qualities are normally required for business purposes:

* Clear legible copies or quality reproductions.
* Compact design and low profile--small enough to fit on any desk.
* Instant, errorless communication across the city or world-wide.
* Compatibility between new and older machines and different manufactures.
* Simple to operate--easy to operate as a telephone.
* Use of standard telephone lines.
* High speed (lower costs) and automatic transmission.
* Available service, equipment, and supplies.

Specifications

Cost/affordability- Prices for the seventeen models* evaluated in November 1988 ranged from $1,395 for the Savin Savinfax I to $3,295 for the Canon Fax-410. The prices listed are retail values which can usually be

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*There are currently over 250 fax machines available on the market.

discounted by the dealers from $300-$500 dollars. The average price was $2,110 and the mean was $2,330.

Size The sizes of the machines vary with their cost; the more expensive models have a larger footprint. The typical footprint has a fifteen-inch width, thirteen-inch depth, and five-inch height. The Fujitsu dex ten ($1,495) was the smallest machine, measuring 4"(H)x12.2"(W)x7.9"(D). The NEC NEFAX 63 ($2895) was the largest machine, measuring 6.6"(H)x 19"(W)x15.7"(D).

Weight The weight of the various models range from 9.9 pounds for the SAVINFAX I to approximately 33 pounds for the TELIFAX 540.

Transmission speed Transmission speeds range from 9 to 30 seconds to "read" the standard one-page document (CCITT Test Chart #1). The typical "read" time is from 9-15 seconds. The faster the fax can send the information the more cost effective the equipment.

Automatic Document Feeder The machines have four standard automatic document feeding capabilities: 1, 5, 10, and 30 pages. The SAVINFAX I is capable of feeding only one document unattended.

Document Scan/Print The width of the paper fax machines can scan varies from a minimum of 8 inches to a maximum of 11.7 inches. A machine capable of scanning 8.5 inches must be purchased if important information, such as margin notes, at the edge of the paper is expected to be recorded.

Greyscales or Halftones These values are the number of halftones or shades of gray the fax reproduces. This feature ensures high quality reproduction when transmitting photographs, aerial photos, charts, sketches and diagrams.

Recording Paper Most fax machines use slick thermal-treated paper, which cost between $6 and $20 per roll. The paper dimensions (width-inches and length-feet) have been included for all models. Thermal paper's biggest

drawback is that it deteriorates more quickly than standard paper. Thermal transfer plain paper is now available for some machines (such as the Canon Fax-350), which prints documents on plain paper with reproduction quality that is crisp and clear.

Resolution Resolution or high scanning density is defined as the number of horizontal dots per inch times the number of vertical dots per inch. Standard is about 200 by 100, but some machines will operate in fine (200 by 200) and ultra-fine (200 by 400). The fine and ultra-fine modes produce clearer type but transmit more slowly.

Operating Conditions Power source requirements for most machines are 110-117 volts AC and 50-60 hertz. Environmental operating conditions range from a temperature of 40-90 degrees F and 20%-85% relative humidity.

Power Consumption The estimated power consumption was not included in the brochures for every machine. The technical data provided listed the power consumption ranges for the four operating functions; transmission (23-60 watts), receiving (23-45 watts), standby (10-20 watts), and copy (38-95) watts.

Telephone Interface The standard telephone interface or line connection is a public switch telephone network or equivalent for all models studied.

Features

The following standard features are generally available on the seventeen models reviewed. The terminology for similar features differed depending on the manufacturer. A list of the standard features is provided in Table 1.

ALPHABETIC DIALING This feature allows dialing using preprogrammed people

or company names.

AUTOMATIC ANSWER/RECEIVE Automatic answer receives incoming calls after a programmed specified number of rings.

AUTOMATIC DIALING Allows the automatic dialing of preprogrammed frequently used phone numbers with a one or two key stroke which begins document transmission.

AUTOMATIC REDIALING Automatic redialing of called number if the number is busy or a busy signal is received. The features varies from redialing a specific number of times (i.e., 16) to redialing 2 times in five minutes or selectable increments.

AUTOMATIC REDUCTION Some machines have the capability to accept documents larger than the sending capability. These machines automatically reduce that document to the size that the receiving machine is capable of accepting.

AUTOMATIC ONE/TWO TOUCH DIALING KEYS The capability of coding and storing numerous telephone numbers that are accessible by using a one or two touch key stroke.

AUTOMATIC PAGE CUTTER Automatically cuts the paper to the appropriate size.

AUTOMATIC SPEED DIALING Preprogrammed telephone number directory (alpha or numeric) are stored in memory and can be accessed by touching the preset one or two touch code keys.

BROADCAST-RELAY NETWORK Broadcasting is sending documents to several different machines simultaneously. Similar to polling and turnaround, this feature can transmit documents to machines with memory capabilities for sequential broadcasting of documents.

CALL ME BACK Leaves a message with a called number requesting a call back.

COMPATIBLE CCITT GROUP(S) This lists the standard compatible group(s) with

which the machine is capable of communicating, as discussed in the specifications section of this report. Group 3 and 2 compatibility are standard for most machines and compatibility with Group 1 is generally an optional feature.

CONTACT IMAGE SCANNER Contact scanner with no lights to burn out or focusing systems. This is a stationary, light-sensitive bar which provides enhanced scanning capabilities, high resolution, and improved system reliability.

CONVENIENCE COPY MODE Allows copies of documents to be made whether you fax that document or not.

DISPLAY FEATURE An operational display LCD which displays user-friendly messages for operations including transmission, reception, reports, and copy. Generally a 2 line with 20 character per line display is standard.

ERROR DETECTION AND CORRECTION During transmission the machine monitors all operations, checking line conditions and retransmitting data if noise on the line interferes. This provides assured error-free copy. A paper printout is generated by some machines when an error in transmission has occurred.

LOCKOUT FOR SECURE NETWORK Provides a security system that requires entering a password before the printing of a confidential document can occur. The document is stored in memory.

MEMORY MANAGEMENT REPORT (STATUS REPORTS) Provides different reports on machine usage, such as error reports, transaction and transmission reports, telephone lists and program reports confirming preprogrammed destinations. A journal report of fax activity and a systems status report are typical examples of detailed management reports.

MEMORY PROTECTION Minimizes risk of memory loss during transmission.

The capability of storing data in memory is not available on all machines, but is generally an optional feature.

POLLING-TURNAROUND/SECURE CODE Polling is the ability to gather transmissions from a group of machines, which is the reverse of broadcasting. Turnaround allows sending and receiving on the same telephone connection. Delayed polling uses the autodialer to automatically initiate transmissions from multiple remote fax systems during lower rate periods. Automatically notifies other locations to transmit materials to your machine.

RECORD DOCUMENT IDENTIFICATION Identifies the time, date, page number, terminal and subscriber on each page transmitted.

REMOTE DIAGNOSTICS/SERVICE OVER THE PHONE The unit is designed so that, in the event of a service problem, remote telephone diagnosis can occur and some problems can be repaired over the phone. The diagnostics center receives a status report on your machine's operating condition via telephone link-up.

SELECTABLE CONTRAST CODE This allows the user variable control over the contrast feature. Typically used for documents with colored background and to enhance the quality of faded original copies.

SPEAKER TO CALL MONITOR Provides a hands-free confirmation of voice or fax connection.

TELEPHONE HANDSET Some machines include a built-in or attached analog telephone jack which can accommodate pulse or done dialing.

TIMER-TRANSMITS AT PRESET TIME Allows automatic transmission at a preset time. This feature is normally connected with the automatic dialer. Some machines with memory storage permit loading of the document into the system and transmitting at a later time/date.

VOICE REQUEST Alerts people at the receiving station voice information before, during, and after document transmission.

Optional Features

Optional features that are typically available address particular individual and/or organizational requirements. Generally, they are related to the ability for computer interface options. These optional features greatly increase the cost of the machine. An example is the oversize document feeder feature which would increase the price of the machine by $500-600.

Some optional features available include:

* parameter customization.
* disk memory for applications that require large amounts of data storage and advanced features.
* communications with PCs and other ASCII terminals.
* plain paper interface with a lazer printer which prints directly on plain paper.
* 1 MB memory adds 10 files, maximum 60 pages storage capacity for large volume users.
* Telex converter that receives telex messages.
* Multicopying provides for automatic settings for up to 99 copies.
* Internal or external encryption cards that encode visual data for secure transmission.

Service Support

Most of the fax dealers offer customer service and support systems.

Three typical services offered are national diagnostic center, customer service support system, and installation and training. The national diagnostic center is usually a toll-free number with the capability of remote diagnostics and reconfiguration. The customer service support system handles calls referred from the diagnostic center, provides a customer service representative, and maintains warranty service and customer service history. User support is available at installation, and training is available from the customer sales representative or programmed user guide manuals. Annual maintenance for the machine can cost $200-300.

Conclusions

The direction of market trends, organizational needs, and human work habits are all having a significant impact on the technology of the facsimile industry. The machines and software packages available are raising telecommunications to powerful new levels. The fax machine has become an integral communication tool associated with other office automation equipment. Most fax companies are currently introducing a new or improved facsimile machine every four months.

TABLE 1 - FACSIMILE PRODUCT COMPARISON

SPECIFICATIONS	PITNEY BOWES 7000	PITNEY BOWES 8000	TELI TELIFAX 540	SAVIN SAVINFAX I	SAVIN SAVINFAX III
COST- RETAIL PURCHASE PRICE	$2285	$2995		$1795	$2549
DISCOUNT PRICE QUOTE	$1595	$1825	$2295	$1395	$1995
SIZE (HxWxD) inches	6x13.75x10.5	6.2x16.75x14	4.9x15.4x13.8	4.5x31x12	4.25x12.9x12.8
WEIGHT (lbs)	16	22	<33	9.9	15.4
TRANSMISSION SPEED at 9600bps	30 sec	25 sec	18 sec	20 sec	15 sec
DOCUMENT FEEDER (PAGES)	5	30	30	1	10
DOCUMENT SCAN/PRINT (IN)	8.5/8.5	9.9/8.3	10.1/8.4	8.5	8.5/8.5
HALFTONES (GRAY) SCALES	16	16	16		64
RECORDING METHOD;THERMAL PRINTER	YES	YES	YES	YES	YES
RECORDING PAPER	THERMAL	THERMAL	THERMAL	THERMAL	THERMAL
PAPER DIMENSIONS (WxL) in*ft	8.5x100	8.5x328	8.5x328	8.5x98	8.5x164
RESOLUTION;STANDARD (LPI)	98x203	98x203	98x203	100x200	100x200
RESOLUTION;FINE (LPI)	196x203	196x203	196x203	200x200	200x200
RESOLUTION;ULTRA FINE (LPI)		391x203	391x203		
FEATURES; STANDARD	**PITNEY BOWES 7000**	**PITNEY BOWES 8000**	**TELI TELIFAX 540**	**SAVIN SAVINFAX I**	**SAVIN SAVINFAX III**
ALPHABETIC DIALING	n/a	n/a	YES	n/a	n/a
AUTOMATIC ANSWER/RECEIVE	YES	YES	YES	YES	YES
AUTOMATIC DIALING	YES	YES	YES	YES	YES
AUTOMATIC DOCUMENT FEEDER	5	30	30	10	10
AUTOMATIC REDIALING	YES	YES	YES	YES	YES
AUTOMATIC REDUCTION	NO	YES	YES(80%)	n/a	n/a
AUTO-ONE-TOUCH DIAL KEYS	9	20	18	10	25
AUTO-SPEED DIAL NUMBERS	100	99	100	90	115
BROADCAST-RELAY NETWORK	OPTIONAL	YES	OPTIONAL	NO	YES
COMPATIBLE CCITT (GROUP)	III/II	III/II	III/II	III/II	III/II/I
CONTACT IMAGE SCANNER	YES	YES	YES	NO	NO
CONVENIENCE COPY MODE	YES	YES	YES	YES	YES
DISPLAY:NO.LINES/NO.CHARACTERS	2/20	2/20	YES	2/20	2/20
ERROR DETECTION & CORRECTION	YES	YES	YES	YES	YES
LOCKOUT FOR SECURE NETWORK	NO	YES	YES	NO	YES
MEMORY MANAGEMENT(STATUS) REPORT	YES	YES	YES	YES	YES
MEMORY PROTECTION	YES	YES	YES	NO	n/a
POLLING-TURNAROUND	NO	YES	YES	NO	YES
REC DOC ID: LOC/DAY/DATE/TIME	YES	YES	YES	YES	YES
REMOTE DIAGNOSTICS	YES	YES	YES	YES	YES
SELECTABLE CONTRAST CONTROL	YES	YES	YES	YES	YES
SPEAKER TO CALL MONITOR	YES	YES	OPTIONAL	YES	YES
TELEPHONE HANDSET INCLUDED	YES	YES	OPTIONAL	YES	YES
TIMER-TRANSMITS AT PRESET TIME	YES	YES	YES(24hr)	YES	YES
TRANSMIT CONFIRMATION	NO	YES	YES	YES	YES
VOICE REQUEST	NO	YES	n/a	n/a	YES

TABLE 1 - FACSIMILE PRODUCT COMPARISON

SPECIFICATIONS	FUJITSU DEX TEN	FUJITSU DEX 2500	NEC NEFAX 3EX	NEC NEFAX 63	CANON FAX-350
COST- RETAIL PURCHASE PRICE		$2995	$1895	$2895	$2995
DISCOUNT PRICE QUOTE	$1495	$2205			$2695
SIZE (HxWxD) inches	4.0x12.2x7.9	5.8x13.8x15.7	4.4x15.7x11	6.6x19x15.7	7.1x15.6x12.6
WEIGHT (lbs)	11.0	26.4	12	31	25.3
TRANSMISSION SPEED at 9600bps		10 sec	15 sec	9 sec	15 sec
DOCUMENT FEEDER (PAGES)	5	30	5	30	30
DOCUMENT SCAN/PRINT (IN)	8.34/8.3	10	10.1/	11.5	8.1
HALFTONES (GRAY) SCALES	16	16	16	16	16
RECORDING METHOD;THERMAL PRINTER					
RECORDING PAPER	THERMAL	THERMAL	THERMAL	THERMAL	PLAIN
PAPER DIMENSIONS (WxL) in*ft	8.5x98.4	8.5x328	8.5-10.1x148	8.5-10.1/328	8.5x164
RESOLUTION;STANDARD (LPI)	98x203	98x203	100/200	100/200	98x203
RESOLUTION;FINE (LPI)	196x203	196x203	200/200	200/200	196x203
RESOLUTION;ULTRA FINE (LPI)				200/400	392x203
FEATURES; STANDARD	**FUJITSU DEX TEN**	**FUJITSU DEX 2500**	**NEC NEFAX 3EX**	**NEC NEFAX 63**	**CANON FAX-350**
ALPHABETIC DIALING	n/a	n/a	n/a	n/a	n/a
AUTOMATIC ANSWER/RECEIVE	YES	YES	YES	YES	YES
AUTOMATIC DIALING	n/a	YES	YES	YES	YES
AUTOMATIC DOCUMENT FEEDER	5	30	5	30	30
AUTOMATIC REDIALING	n/a	YES	YES	YES	YES(TWICE)
AUTOMATIC REDUCTION	n/a	YES	YES	YES	n/a
AUTO-ONE-TOUCH DIAL KEYS	n/a	40	50	30	32
AUTO-SPEED DIAL NUMBERS	n/a	70	50	200	50
BROADCAST-RELAY NETWORK	n/a	YES	YES	YES	YES
COMPATIBLE CCITT (GROUP)	III/II/N.A.FM	III/II/N.A.FM	III/II/OPT.I	III/II/OPT.I	III/II/N.A.FM
CONTACT IMAGE SCANNER	YES	YES	YES	YES	YES
CONVENIENCE COPY MODE	NO	YES	YES	YES	YES
DISPLAY:NO.LINES/NO.CHARACTERS	NO	YES	YES	4/20	2/20
ERROR DETECTION & CORRECTION	ADJUSTABLE	YES	YES	YES	n/a
LOCKOUT FOR SECURE NETWORK	YES	YES	YES	YES	YES
MEMORY MANAGEMENT(STATUS) REPORT	YES	YES	YES	YES	YES
MEMORY PROTECTION	NO	n/a	n/a	YES	YES
POLLING-TURNAROUND	YES	YES	YES	YES	YES
REC DOC ID: LOC/DAY/DATE/TIME	YES	YES	YES	YES	YES
REMOTE DIAGNOSTICS	SELF DIAG.	SELF DIAG.	SELF DIAG.	SELF DIAG.	SELF DIAG.
SELECTABLE CONTRAST CONTROL	YES	YES	AUTOMATIC	YES	YES
SPEAKER TO CALL MONITOR	YES	n/a	YES	YES	YES
TELEPHONE HANDSET INCLUDED	OPTIONAL	OPTIONAL	YES	YES	YES
TIMER-TRANSMITS AT PRESET TIME	n/a	YES	YES	YES	YES
TRANSMIT CONFIRMATION	YES	YES	YES	YES	YES
VOICE REQUEST	YES	YES	YES	YES	YES

TABLE 1 - FACSIMILE PRODUCT COMPARISON

SPECIFICATIONS	CANON FAX-410	RICOH FAX 20	RICOH FAX 60	PANAFAX UF-150	PANAFAX UF-250
COST- RETAIL PURCHASE PRICE	$3295	$2495	$2995	$1515	$1995
DISCOUNT PRICE QUOTE	$2895			$1395	
SIZE (HxWxD) inches	6.3x17.8x13.2	4.3x12.9x12.8	5.1x15.7x13.9	5x12.6x11.9	6.3x14.6x13.2
WEIGHT (lbs)	22	15.4	17.6	13.0	17.7
TRANSMISSION SPEED at 9600bps	12 sec	15 sec	15 sec	17 sec	15 sec
DOCUMENT FEEDER (PAGES)	30	10	30	5	30
DOCUMENT SCAN/PRINT (IN)	11.5	8.5	11.7	8.19	9.92
HALFTONES (GRAY) SCALES	16	64	64	16	16
RECORDING METHOD;THERMAL PRINTER					
RECORDING PAPER	THERMAL	THERMAL	THERMAL	THERMAL	THERMAL
PAPER DIMENSIONS (WxL) in*ft	8.5x328	8.5x164	8.5x328	8.5x98.4	8.5x328
RESOLUTION;STANDARD (LPI)	98x203	100x200	100x200	98x98	98x98
RESOLUTION;FINE (LPI)	196x203	200x200	200x200	196x203	196x203
RESOLUTION;ULTRA FINE (LPI)	392x203			391x203	391x203
FEATURES; STANDARD	**CANON FAX-410**	**RICOH FAX 20**	**RICOH FAX 60**	**PANAFAX UF-150**	**PANAFAX UF-250**
ALPHABETIC DIALING	n/a	n/a	n/a	YES	YES
AUTOMATIC ANSWER/RECEIVE	YES	YES	YES	YES	YES
AUTOMATIC DIALING	YES	YES	YES	YES	YES
AUTOMATIC DOCUMENT FEEDER	30	10	30	5	30
AUTOMATIC REDIALING	YES(TWICE)	2x/5min	2x/5min	n/a	n/a
AUTOMATIC REDUCTION	YES	NO	YES	n/a	n/a
AUTO-ONE-TOUCH DIAL KEYS	30	25	25	23	32
AUTO-SPEED DIAL NUMBERS	100	115	115	70	100
BROADCAST-RELAY NETWORK	YES	YES	YES	YES	YES
COMPATIBLE CCITT (GROUP)	III/II/N.A.FM	III/II/I	III/II/I	III/II	III/II
CONTACT IMAGE SCANNER	YES	YES	YES	n/a	n/a
CONVENIENCE COPY MODE	YES	YES	YES	YES	YES
DISPLAY:NO.LINES/NO.CHARACTERS	2/20	2/20	2/20	2/20	2/20
ERROR DETECTION & CORRECTION	n/a	YES	YES	NO	YES
LOCKOUT FOR SECURE NETWORK	YES	YES	YES	YES	YES
MEMORY MANAGEMENT(STATUS) REPORT	YES	YES	YES	n/a	YES
MEMORY PROTECTION	YES	YES	YES	NO	NO
POLLING-TURNAROUND	YES	YES	YES	YES	YES
REC DOC ID: LOC/DAY/DATE/TIME	YES	YES	YES	YES	YES
REMOTE DIAGNOSTICS	SELF DIAG.	YES	YES	NO	YES
SELECTABLE CONTRAST CONTROL	YES	YES/AUTO	YES/AUTO	YES	YES
SPEAKER TO CALL MONITOR	YES	YES	YES	YES	YES
TELEPHONE HANDSET INCLUDED	YES	YES	YES	YES	YES
TIMER-TRANSMITS AT PRESET TIME	YES	YES	YES	YES	YES
TRANSMIT CONFIRMATION	YES	YES	YES	YES	YES
VOICE REQUEST	YES	YES	YES	n/a	n/A

TABLE 1 - FACSIMILE PRODUCT COMPARISON

SPECIFICATIONS	HARRIS/3M 115 AD	HARRIS/3M 2110
COST- RETAIL PURCHASE PRICE	$1995	$2595
DISCOUNT PRICE QUOTE	$1650	$2070
SIZE (HxWxD) inches	5.47x13.19x10.94	6.1x12.8x18.5
WEIGHT (lbs)	15.5	25.3
TRANSMISSION SPEED at 9600bps		13 sec
DOCUMENT FEEDER (PAGES)	10	30
DOCUMENT SCAN/PRINT (IN)	8.5	11.7
HALFTONES (GRAY) SCALES	16	16
RECORDING METHOD;THERMAL PRINTER		
RECORDING PAPER	THERMAL	THERMAL
PAPER DIMENSIONS (WxL) in+ft	8.5x164	8.5/10.1x328
RESOLUTION;STANDARD (LPI)	98x203	100x200
RESOLUTION;FINE (LPI)	196x203	200x200
RESOLUTION;ULTRA FINE (LPI)		
FEATURES; STANDARD	**HARRIS/3M 115 AD**	**HARRIS/3M 2110**
ALPHABETIC DIALING	n/a	n/a
AUTOMATIC ANSWER/RECEIVE	YES	YES
AUTOMATIC DIALING	YES	YES
AUTOMATIC DOCUMENT FEEDER	10	30
AUTOMATIC REDIALING	YES	YES
AUTOMATIC REDUCTION	n/a	YES
AUTO-ONE-TOUCH DIAL KEYS	10	22
AUTO-SPEED DIAL NUMBERS	20	72
BROADCAST-RELAY NETWORK	YES	YES
COMPATIBLE CCITT (GROUP)	III/II	III/II/I
CONTACT IMAGE SCANNER	YES	YES
CONVENIENCE COPY MODE	YES	YES
DISPLAY:NO.LINES/NO.CHARACTERS	2/15	2/16
ERROR DETECTION & CORRECTION	YES	YES
LOCKOUT FOR SECURE NETWORK	YES	YES
MEMORY MANAGEMENT(STATUS) REPORT	YES	YES
MEMORY PROTECTION	YES	YES
POLLING-TURNAROUND	YES	YES
REC DOC ID: LOC/DAY/DATE/TIME	YES	YES
REMOTE DIAGNOSTICS	n/a	YES
SELECTABLE CONTRAST CONTROL	YES	YES
SPEAKER TO CALL MONITOR	YES	YES
TELEPHONE HANDSET INCLUDED	YES	YES
TIMER-TRANSMITS AT PRESET TIME	YES	YES
TRANSMIT CONFIRMATION	YES	YES
VOICE REQUEST	YES	YES

American National Standard for Information and Image Management — *Requirements and Characteristics of Original Black-and-White Documents That May Be Microfilmed, ANSI/AIIM MS35-1987*

1. SCOPE

This standard describes the essential requirements and characteristics for the creation of documents that may be microfilmed and concerns only those documents that consist of black images on white paper. Excluded are technical drawings and newspapers.

2. REFERENCES

American National Standard *Recommended Practice for Operational Procedures/Inspection and Quality Control of First-Generation Silver-Gelatin Microfilm of Documents, ANSI/AIIM MS23-1983.* Silver Spring, MD: Association for Information and Image Management, 1983.

American National Standard *for Bond Papers and Index Bristols, Basic Sheet Sizes and Standard Stock Sizes, ANSI X4.4-1955 (R1972).* New York, NY: American National Standards Institute, 1955.

American National Standard *for Line Conventions and Lettering, ANSI Y14.2M-1979.* New York, NY: American National Standards Institute, 1979.

Association for Information and Image Management *Glossary of Micrographics, AIIM TR2-1980.* Silver Spring, MD: Association for Information and Image Management, 1980.

TAPPI Standard *for Brightness of Pulp, Paper and Paperboard (Directional Reflectance at 457 mm), TAPPI T452 om-87.* Atlanta, GA: Technical Association of the Pulp and Paper Industry, 1987.

TAPPI Standard *for Sheffield Smoothness of Paper and Paperboard (Air Flow Method), TAPPI T538-PM-82.* Atlanta, GA: Technical Association of the Pulp and Paper Industry, 1982.

International Standard *for Writing Paper and Certain Classes of Printed Matter — Trimmed Sizes — A and B Series, ISO 216-1975.* Geneva, Switzerland: International Organization for Standardization, 1975.

Canadian National Standard *Paper Sizes for Correspondence, CAN2-9.60M-76.* Ottawa, Ontario: Standards Council of Canada, 1976.

Canadian National Standard *for Drafting Requirements for Drawings to be Microfilmed, CAN 2-72.7-M78.* Ottawa, Ontario: Standards Council of Canada, 1978.

Canadian Pulp and Paper Association Standard *for Air Leak Roughness Test (Sheffield), CPPA D-29-1976.* Montreal, Quebec: Canadian Pulp and Paper Association, 1976.

Canadian Pulp and Paper Association Standard *for Brightness of Pulp, Paper and Paperboard, CPPA E-1-1986.* Montreal, Quebec: Canadian Pulp and Paper Association, 1986.

3. DEFINITIONS

The following definitions apply to those terms which require clarification for this standard. Other terms will be defined as stated in the *Glossary of Micrographics, AIIM TR2-1980.*

Smoothness. The property of a paper surface determined by the degree to which it is free of irregularities. Such irregularities (hills and depressions) affect image resolution.

Reverse Image. A negative appearing image. The printed area becomes the background and the character is left unprinted as shown in this example.

4. TECHNICAL QUALITY REQUIREMENTS AND CHARACTERISTICS

4.1 Paper Sizes. The paper sizes shall conform to the dimensions normally considered as North American paper sizes for correspondence, described in *ANSI X4.4-1955 (R1972)* and *CAN2-9.60M-76;* and International A-4 sizes as described in *ISO 216-1975.* (See Appendix B, Note B1.)

4.2 Orientation. The preferred orientation is the vertical mode in which the lines of print are parallel to the short side of the document.

4.3 Color. The paper shall be nominally white, with a preferable reflectance of 75 percent or greater (See Appendix A, Note A2).

4.4 Smoothness (texture, finish). The paper shall have a smoothness of 200 or less when measured on the Sheffield smoothness tester (See Appendix A, Note A3).

4.5 Show-through. The show-through of printing on the reverse side or from an underlying sheet when compared to the reflectance of the sheet shall have a

difference in reflection density no greater than 0.10. This can be accomplished by printing a black patch, large enough to be read on a reflectance densitometer, on the reverse side or on the underlying sheet. The reflection density of the black patch shall be equal to or greater than 1.0. (See Appendix A, Note A4.)

5. PRINTING

5.1 Image. The image and nonimage area should have a black-to-white contrast ratio of 8 to 1 or more. This is normally achieved in the office environment by the use of a writing machine, such as a typewriter, word processor, automatic printer, etc., equipped with a carbon ribbon; the typing mechanism must produce an even impression throughout the document. In printing, the impression is readily produced by offset lithography, letterpress or gravure, and by electrostatic copiers, ink-jet or laser printers, stencil and offset duplicators. (See Appendix A, Note A5).

6. TYPOGRAPHY

6.1 Character Size. The height of the lowercase letter "e" character used in printing shall not be less than 1.4 mm, approximately 8 pt. type. One millimeter high, approximately 6 pt. type, printing may be acceptable (see *ANSI/AIIM MS23-1983)* with low- and medium-reduction systems for forms, captions, references, footnotes and exponents when proper type style is used. (See Section 6.2.1.)

6.2 Character Style and Weight. The width to height ratio of the lowercase letter "e" should be between 0.9 and 1.1, and the ratio of line width of the lower case "e" to the height of the character should be between 0.20 and 0.25. Characters of uniform line width are preferred. Variable line widths are not recommended. (See Appendix A, Note A6.)

6.2.1 Type Style. The style of character that produces the best results in an open sans serif typeface. Script or italic style typefaces should be avoided because they produce less acceptable results.

6.3 Layout. The recommended margin between the information area and the edges of the printed sheet should be no less than 6.4 mm (0.25 inch) to provide the required centering tolerance for the microfilm camera.

6.4 Photographs, Pictures, etc. For the reproduction of photographs and pictures, the lowest practical coarse screen ruling consistent with acceptable document reproduction is preferred, but half-tone screens up to 120 lines per inch may be acceptable for usable microfilm. Photographs with screen rulings greater than 120 lines or conventional photographs that are to be in a publication intended to be microfilmed should be printed at a contrast considerably lower than normal. This low contrast will be amplified by the microfilm process, and the result will be a normal reproduction.

6.5 Background. The over-printing of text on a background of screens, cross-hatching, or shading should be avoided. (See Appendix A, Note A7.)

6.6 Reverse Printing. Reverse printing (negative-appearing images) should be avoided.

6.7 Line Art. All lines used in drawings, schematics, illustrations and other types of line art should be clean cut, opaque and properly spaced for legible reproduction on microfilm. The minimum space between lines, particularly parallel lines and hatching, should not be less than twice the thickness of the line. The recommended minimum spacing between lines is 0.7 mm (.03 inch). (See *ANSI Y14.2M-1979* and *CAN2.72.7-M78.)*

APPENDIX A

(This appendix is not part of American National Standard *for Information and Image Management—Requirements and Characteristics of Original Black-and-White Documents That May Be Microfilmed, ANSI/AIIM MS35-1987.)*

A1. Quality. The foreword stresses that it is necessary to prepare original documents with good image qualities if microfilm copies are to be legible, readable and reproducible. At the time of creation, the knowledge that the document will be microfilmed may be in doubt, but this uncertainty should not deter compliance with this standard.

The production of quality microfilm copies is only one of the advantages to be gained. A sharp, clean, legible original document with a well-defined contrast between the printing and the paper is easy to read and less prone to errors in interpretation. Also, the expanding use of electronic information-handling systems that use digitizing cameras or laser scanners to record the document image on magnetic media or optical disks requires that the original documents have the characteristics described in this standard to ensure a readable display.

If quality documents are now being produced, there is the possibility that all or most of the requirements of this standard are being implemented. Good, legible documents are always a desirable objective, and this objective should form part of the regularly conducted activity of any business organization.

A2. Color. The "color" of the paper is specified as "nominally" white. Nominally in this instance means white in name only, as the color is perceived to be, not as a specific measurable tone or shade of white. There are thousands of tones or shades, any one of which is acceptable as long as the reflectance of the paper averages not less than 75 percent with any fluorescence component excluded. The directional reflectance of the paper is measured according to *TAPPI T452 om-87* or *CPPA E-1-1986.*

A3. Smoothness. As described in the definition, smoothness is the property of a paper surface determined by the degree to which it is free of irregularities. This characteristic of a sheet of paper can have an effect on the quality of the image. If, for instance, a very "rough" sheet of paper with pronounced hills and depressions is used as a medium for imprinting an image, there is the possibility that the ink, or carbon from a typewriter ribbon, may not penetrate to the bottom of the depression. This would tend to result in rough edges and breaks in the printed image surface. Accordingly, this reduces the quality of the microfilm reproduction. Best results are obtained when the image is sharp, with a uniform, solid imprint.

Therefore, the degree of smoothness of the sheet is a requirement for good micrographic reproduction. This can be measured and given a numerical rating by the use of instruments. One such instrument, the Sheffield Smoothness Tester, measures the number of cubic centimeters of air per minute that passes over the surface of a predetermined area of a piece of paper that is clamped under uniform pressure between two flat surfaces. The higher quality of air passing over the surface, the less smooth or the rougher the surface.

Tests have determined that the degree of smoothness for paper that is acceptable for micrographic reproduction is 200 or less when measured on the Sheffield Smoothness Tester. (See *TAPPI T538-pm-82* or *CPPA D-29-1976.)*

A4. Show-Through. In microfilming, printed sheets are sometimes placed in a small pile under the camera and removed or reversed one at a time as they are photographed. The printing on the reverse side or on the underlying sheet frequently shows through and is picked up by the camera as an image, which, along with the absorption of the paper, allows true show-through. The amount of show-through is dependent both on the intensity or "blackness" of the ink and on the printing method. Therefore, the degree of opacity of the sheet is not a guarantee against show-through.

In microfilming, the concern is that the show-through should not be sufficiently dense to be photographed along with the image or information on the document. When this occurs, the show-through image may interfere with the document image and render the information illegible. Therefore, the show-through of the printing on the reverse side or from an underlying sheet, when compared to the reflectance of the sheet, shall have a difference in reflection density no greater than 0.10.

A5. Contrast. The objective in making a microfilm reproduction is to embody in the microfilm copy the whole of the original document. To do this requires that certain qualities be inherent in the document image, the most important of which is the contrast of the image with the paper. Without a suitable level of contrast (the difference between the black print on the page and the paper), the camera and film cannot capture the total picture of the document as it may be seen by the human eye. The greater the contrast that can be incorporated into the creation of a document, the greater the assurance that the microfilm copy will record all the characteristics of the original document.

As noted in the appropriate section of the standard, this degree of contrast is normally produced by the types of machines and printing methods in current use. A degree of vigilance is required to ensure that defective machines, poor quality ribbons, uneven impressions or inking, or other defects will not occur to degrade the quality of the image.

A6. Line Width. For electronic scanning and digitizing systems it has been suggested that the ratio of line width of the lower case "e" to the height of the character should be closer to 0.25. At this ratio the line is twice as wide as the space.

A7. Shading. For electronic scanning and digitizing systems, shading must be avoided.

APPENDIX B

(This appendix is not part of American National Standard *for Information and Image Management — Requirements and Characteristics of Original Black-and-White Documents That May Be Microfilmed, ANSI/AIIM MS35-1987.)*

B1. Paper Sizes. This standard recognizes that there are two standard paper sizes used for correspondence or office use. They are the ISO A-4 size (see *ISO 216-1975)* with dimensions of 210 mm x 297 mm (8.27 inches x 11.69 inches) and the North American size, 216 mm x 279 mm, based on the 8.5 inches x 11 inches sheet (see *ANSI X4.4-1955 (R1972)* and *CAN2-9.60-M76).*

Both sizes can be successfully microfilmed within the standard frame sizes at the nominal reduction ratios in common use. This ability provides a distinct advantage to microfilm users as the microfilming process is not restricted to one size of correspondence paper.

Intermixing sizes, as might occur in international correspondence, will pose no problem for those who wish to microfilm their records.

APPENDIX C

(This appendix is not part of American National Standard *for Information and Image Management—Requirements and Characteristics of Original Black-and-White Documents That May Be Microfilmed, ANSI/AIIM MS35-1987.)*

C1. Newspapers and Newsprint. Newspapers are excluded from this standard because they are not considered to be office documents or correspondence papers. The published standard that deals specifically with this subject is American National Standard *for Information and Image Mangement — Recommended Practice for Microfilming Printed Newspapers, ANSI/AIIM MSIII-1987.*

Newsprint is paper designed primarily for the printing of newspapers and is not normally used or considered as a recommended paper for office use and correspondence.

APPENDIX D

(This appendix is not part of American National Standard *for Information and Image Management—Requirements and Characteristics of Original Black-and-White Documents That May Be Microfilmed, ANSI/AIIM MS35-1987.)*

D1. Preparation of Documents. The care and preparation of documents for microfilming is described in *ANSI/AIIM MS23-1983.*

APPENDIX E

(This appendix is not part of American National Standard *for Information and Image Management—Requirements and Characteristics of Original Black-and-White Documents That May Be Microfilmed, ANSI/AIIM MS35-1987.)*

E1. Thickness of Paper or Card Stock. Extremely light (thin) or heavy (thick) materials — for example, onion skin or card stock — will not properly feed through automatic feed cameras and should be discouraged in this application.

THE STATUS OF ERIC CLEARINGHOUSE TECHNOLOGY

Jane Henson
Assistant Director ERIC ChESS

The 1987 ERIC request for proposal identified the minimum hardware and software microcomputer system configurations for the clearinghouses. The hardware requirement included at least one microcomputer with a minimum of 640K random access memory (RAM), one 360K floppy disk drive, a serial port, a parallel port, a monochrome monitor, a printer, a fully Hayes-compatible 2400 baud modem, and a CD-ROM disk reader compatible with the microcomputer. The software requirements were a word processing program that could be used to write, edit, and spell check documents, and that was able to produce documents as an ASCII text file (i.e., without the word processor program embedded commands). The database program required was dBASE III, dBASE III Plus, or any other program capable of importing and exporting data directly to dBASE files. Lotus 1-2-3 or a spreadsheet program capable of importing and exporting data directly to Lotus 1-2-3 files was identified as the preferred spreadsheet package. For desktop publishing, any program capable of composing, editing, and printing "camera ready" document copy was acceptable. The communications package had to be capable of directly accepting or transmitting data from a Hayes-compatible modem. These microcomputer system requirements were designed to give the clearinghouses the equipment to perform the necessary data processing and telecommunications tasks required by the RFP. Those requirements included: RIE/CIJE resume data entry and checking; electronic reporting and statistical data transfer; electronic uploading and downloading of documents; and online and CD-ROM computer searching capabilities.

To determine the current status of the hardware and software capabilities of the ERIC system, the Technology Task Force conducted a telephone survey of the 16 clearinghouses in March of 1989. A summary of those findings is appended to this report.

Using the summary findings, a baseline set of standards for current clearinghouse operations was developed and is appended.

As the Task Force has met or teleconferenced during the past year, it has become apparent that the technology issues have continued to be a major concern of the ERIC system. In addition to the hardware and software topics already outlined other concerns have evolved during the year.

Computer technologies are moving into a new era with the introduction of the 286 and 386 machines. FAX machines have become almost a way of life in daily clearinghouse operations. Laser printers seem to have limitless possibilities for creative output. High quality document scanners at reasonable prices are on the horizon. In the software area the major word processing, database management systems, and spreadsheet developers have

already introduced or are about to introduce updated versions of their most popular products. Each of these software packages takes advantage of the most recent hardware advances. In taking advantage of the hardware upgrades, the software packages have become so large that they do not operate efficiently on older PC or XT model computers.

The most recent version of the Disk Operating System or DOS for IBM machines and compatibles is version 4.0. It is designed to take advantage of the capabilities of the new PS/2 Model 50, 60, and 80 machines that are have the 286 and 386 chips. The introduction of this new DOS could be the source of problems for data transfer via floppy disks.

The change to smaller disks could also present problems for data transfer. Some clearinghouses may not have the capability to read the smaller disks. In addition it will be important to know how the disks are formatted, otherwise reading the disk on another computer may be difficult or impossible. Future baseline standards for ERIC Clearinghouse operations must be established with these issues in mind. Additional concerns will always be a part of this exercise since the technology is continuously evolving. However, continued discussion and information dissemination will avoid most major problems.

ERIC TASK FORCE ON TECHNOLOGY
BASELINE STANDARDS FOR CURRENT CLEARINGHOUSE OPERATION

The following standards are based on the data gathered from the ERIC technology task force survey conducted in March 1989. Three areas are featured: equipment, software, and clearinghouse staff competency.

Equipment.

Computers: IBM PC or compatible clones with 640k RAM memory; a minimum of 20 megabytes of hard disk/card storage; modem ; monochrome monitor; graphics card; printer port

Modems: 1200 baud minimum

Printers: graphics printer; letter quality printing capabilities; label printing capabilities

CD-ROM Drive:

The minimum equipment guidelines enable the clearinghouse to prepare resume files, transmit the files to the Facility, prepare manuscripts, process correspondence, create statistical data files, maintain mailing labels files, search the ERIC database on CD-ROM and on-line, and access Multilink. All of these activities are necessary for the successful operation of a clearinghouse but they are not a comprehensive list.

Software.

Word Processing: WordPerfect 4.2 or 5.0 capable of creating an ASCII file; performing a mail merge; checking document spelling

Spreadsheet: Lotus 1-2-3 or clone as required in the ERIC RFP

Database Management: dBASE III+ database management software capable of creating mailing lists; serving as a document management system; integrating with the word processing software

Spell Checker: a stand alone product with a large dictionary; the program which comes with the word processing software

Communications Software: a package capable of accessing a variety of computer environments -- Multilink, Dialog, BRS, local bulletin boards, E-mail networks. Has xmodem feature, different baud rates (including 2400)

CD-ROM Products: SilverPlatter, Dialog, OCLC -- search ERIC database for clients; research for ERIC publications

The minimum software guidelines take advantage of the current computing environment and enable the clearinghouse to fulfill the ERIC contractual obligations in the areas of database building, publications, dissemination, communication, report preparation, statistical analysis, and user services. Additional tasks performed by the clearinghouse are managed using the customized programming capability of the major packages.

Technology Task force survey --

Data gathered by LBarnett, JHenson, LRudner

IBM computers: 1 to many per CH, most machines have 640+K, 20+M hard disk, MS-DOS 3.1 or MS-DOS 3.3, No OS/2, unix. Most CH's have many IBM's

Non-IBM: Most CH have IBM only, two have many apples & macs, another has a real computer (a mini), most also have an apple

Communication: All have software that supports XMODEM. All but one have someone that knows that software well. Crosstalk, PC-Talk, Procomm are popular

FAX: Available but inconvenient for 6, fine for others

Info services: All but 1 use some system for searching. Most use several services

CD-ROM: All use CD-ROM for searching and demo. Silver Platter is most popular.

Networks: 7 CH's have used BITNET

LAN: Three with experience

Doc tracking: 5 dBase systems, 1 R-Base, 1 PFS, 1 PRIME editor, 1 Appleworks, 5 no system & interested

Mailing lists: 7 dBase systems, 1 R-Base, 1 PRIME, 1 word processor system, 1 Avery system, 1 Mac system, 1 no system, little interest

Catalog sales: 1 custom program, 1 versa-form, 1 other, 9 no system. 6 interested, 3 not

Month report: no significant problems. some internal analysis of data. 6 prefer transmit, 6 prefer mail, one ch has prob converting from MAC to IBM

Word Process: 13 have WP & 13 WS. WP most frequently used. All but 2 can read in ASCII. Most can convert. Two scan documents. Most request diskette based copy from authors/abstractors

Digests:	Mostly in-house camera-ready production with word processers (bad question). 3 Pagemaker, 2 Ventura, 1 both, 3 beginning ventura
Major pubs:	Mostly in-house camera ready production jobbed out for final production.
Other ideas:	Software like a spell checker for ERIC Descriptors, bibliographic database, NOTEBOOK II, to develop products; scanning documents
Internal priorities:	Standardized training, more equipment, full use of DTP, more automation, automated document tracking system, learn bit-net, learn DTP
Priorities for ERIC system:	ADR online, full text databases, go beyond fiche e.g. full text on optical (best of RIE?), on floppy with software, better BBS, affordable access, training, technical support
ACCESS ERIC:	Not yet ready, 800 number, electronic BBS, investigate specialized CD-ROM products, disseminate CD-ROM capabilities among LEAs, investigate full text on CD-ROM
Facility:	Online dupe checking, online ADR, automated document status, on-line feedback on resumes editing, accept disk for EAB, private messages on multilink, compuserve acquisitions, thesaurus spell-check, support for MAC
Central ERIC:	Receive monthly electronically, teleconferencing

Technology Task Force Survey -- Summary -- 9/89, data collected 4/89

Page 1a	Summary	CE	CG	CS	EA
Key Contacts	-	Sandra Kerka Judy Wagner	Jeanne Bleuer	Lauren Bongiani	Philip Piele
IBM computers:	One to many per CH, most machines have 640+K, 20+M hard disk, MS-DOS 3.1 or MS-DOS 3.3, No OS/2, unix. most CH's have many IBM's	5 pc's	2 pc's 1 ps/2	12 pc's 1 ps2/80	5 pc's
Non-IBM:	Most IBM only, some have apples & macs, two others use a mini	-	many MACs Many apples	MAC	MAC MicroVAX
Communication:	All have knowledge of software that supports XMODEM. CrossTalk, PC-Talk, ProComm are popular	SmartComm ProComm PcTalk	Red Ryder CrossTalk Apple Access others	ProcComm CrossTalk Kermit	
Info Retrieval services:	Almost all use some system for searching.	Dialog, BRS, Source, Dialcom	Dialog, BRS	No (working on it)	
CD-ROM:	All use CD-ROM. Silver Platter is most popular.	SilverPlatter	SilverPlatter	SilverPlatter	
Networks:	Some BitNet	No	MERIT	BitNet	
LAN:	Only 2 CH with experience	No	Michigan Terminal System	No	
Doc tracking:	Several systems, little interest	dBase	Mac-based, yes interested	dBase yes interested	
Mailing lists:	Several systems	Avery List and mail	Mac-based yes interested	dbase & WP yes interested	WP interested
Catalog sales:	A few have systems	No	Inventory control	No, interested	dBase interested
Monthly report:	No significant problems. some internal analysis of data.	No	Yes, transferring from MAC to IBM	yes, printing on a laser printer	

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Page 1b	Summary	CE	CG	CS	EA
Word Processing:	Almost all have WP & WS. WP most frequently used. Almost all can read in ASCII. Most can convert. Two scan documents. Most request diskette based copy from authors.	Samna, WS, WP	Word for MAC Appleworks PFS Write	WP 4.2 & 5.0	WP 4.2 & 5.0 Word
Desktop Publishing	Most have experience or are learning	yes	Ventura	Ventura	yes
Digests:	Mostly in-house camera-ready production with word processors.	inhouse	in-house Ventura to be learned	jobbed out, typeset	jobbed out typeset
Major pubs:	same as above	DTP	both inhouse and jobbed out, not typeset	jobbed out, typeset	jobbed out typeset
Other ideas:	Software like a spell checker for ERIC Descriptors, bibliographic database, NOTEBOOK II, to develop products	Notebook II to develop products	workshop support	scanning documents	
Internal priorities:	Standardized training, more equipment, full use of DTP, more automation, automated document tracking system	DTP	interactive video	networking management system	
System priorities:	ADR online, full text databases, go beyond fiche e.g. full text on optical (best of RIE?), on floppy with software	beyond microfiche, ADR on-line, full-text	greater use of electronic networking	better e-mail system	
ACCESS ERIC:	Not yet ready, 800 number, electronic BBS	-	wait and see		
Facility:	Online dupe checking, automated document status, on-line feedback on resumes editing	online editing, reduce lag time	support for MAC and Apple	faster feedback	
Central ERIC:	Receive monthly electronically, teleconferencing		expanded and enhanced user friendly access points, i.e. libraries, schools, etc using CD-ROM	submit reports by computer	

	EC	FL	[illegible]	IR	JC
Key Contact:	Kathleen McLane	Jeannie Rennie	Kari Mayville	Jane Janis	Glenda Chi[illegible]s
IBM computers:	3 pc's	2 pc's	8 pc's	6 pc's 2 ps/2's	4 pc's
Non-IBM:		Apples	MAC II	MAC Apple	Apple
Communication:	CrossTalk	SmartComm, ProComm, Dialog Link	CrossTalk ProComm	SmartComm pcTalk	pcTalk
Info Retrieval services:	BRS mostly	Dialog	Dialog	Dialog, BRS	BRS
CD-ROM:	Dialog	SilverPlatter	SilverPlatter	Dialog, BRS, OCLC	OCLC
Networks:	SpecialNet	BitNet	no	BitNet	no
LAN:	no	no	no	not yet	
Doc tracking:	Custom software on minicomputer some interest	RBASE 5000, CPT/WP	no system interested	dBase	no system interested
Mailing lists:	some on mini, some dbase some interest	Rbase	datamanager (CP/M) dBase being developed	mainframe and dbase	dBase III
Catalog sales:	custom on mini, some on dbase		custom developed	Versiform	no system interested
Monthly report:	no	no	no	no	no
Word Processing:	framework WP	WP 4.2 & 5.0, Word MacWrite	WP 4.2 & 5.0	WP 4.2 & 5.0	WS
Desktop Publishing	Ventura	PageMaker	PageMaker	Ventura	
Digests:	jobbed out typeset, Ventura	in house typeset	jobbed out typeset	inhouse, not typeset	in house, not typeset
Major pubs:	jobbed out typeset	Ventura	jobbed out typeset	inhouse , Ventura	jobbed out, typeset
Other ideas:		Lotus for PCB		microsearch	
Internal priorities:	more computers	training	learn Pagemaker, BitNet, internal e-mail	get MAC up and running, esp for graphics	DTP
System priorities:	rethink the technology of ERIC	affordable access to the database for clearinghouses	online ADR	adr, transmit monthly stats	funding to keep up with current technology
ACCESS ERIC:	wait and see	staff training, technology to enhance dissemination	online ordering	automated access to system services	systemwide instruction, negotiate with vendors for search time, cd-rim
Facility:	private mail, unattended transmissions		get up on WP, accept disk for EAB input, online ADR, private mail	ADR, tech support re data transfer	upgrade hardware
Central ERIC:		everyone trained	fund training, online statistics	coordinate efforts for hardware/software, find funding for new ideas	reporting

ATTACHMENT 3-B
Page 3 of [illegible]

Page 3	PS	RC	SE	SO	SP
Key Contacts	Mima Spencer	Todd Strohmenger	Linda Shinn	Jane Henson	Dorothy Stewart
IBM computers:	2 ps/2	8 pc's (at's)	4 pc's	5 pc's 2 ps/2's	1 pc
Non-IBM:	9 apples 1 mac	apple	5 Apple		mini computer
Communication:	apple access software, access to CrossTalk, kermit, apple term, ProComm	ProComm SmartComm	AM425 ProComm	Pc-Talk ProComm	Minicomputer software
Info Retrieval services:	Dialog, BRS, Source, Plato, GTE	all	BRS, (have used all)	Dialog	Dialog
CD-ROM:	SilverPlatter, OCLC	SilverPlatter	OCLC, SilverPlatter	SilverPlatter	Dialog, SilverPlatter, OCLC
Networks:	BitNet	no	BitNet	BitNet, ArpaNet	no
LAN:	no	no	several	no	no
Doc tracking:	Apple II PFS File	dbase	has a system	no current system some interest	Minicomputer system
Mailing lists:	WP library notebook	dbase	OSU mainframe system	dBase	MiniComputer system
Catalog sales:	university mainframe system	has a system	Peachtree System	no some interest	no
Monthly report:	format problems	no	no	no	no
Word Processing:	WP, Word	WP 4.2 & 5.0	AM-425, WP, Ventura	WS WP	Minicomputer system
Desktop Publishing	Ventura	PageMaker	Ventura	No	no
Digests:	in house, typeset Ventura	inhouse, typeset PageMaker	in house, typeset	university printing not typeset	jobbed out typeset
Major pubs:	both inhouse and jobbed out	both typeset	both, usually inhouse typeset	university printing typeset	jobbed out typeset
Other ideas:		use of mainframe systems esp for budget	working to align curricular material with objectives and goals	descriptor checker	
Internal priorities:		get abstracters working with WP, FAX capability, user services programs	training, keeping up with new equip and software	training	laser printer, link of PC to minicomputer
System priorities:		investigate specialized CD-ROM applications, disseminate CD-ROM info to LEAs, full text	software compatibility, modernization	improved compatibility, Dialog on CD-ROM	PCB on disk, e-mail training
ACCESS ERIC:		see above	bbs for eric, 800 number, coordinated marketing		wait and see
Facility:			modernization	on-line ADR, online feedback on resume editing, automated document status	computerized acquisitions, thesaurus spell check
Central ERIC:			improving user friendliness using newer technologies		computer expertise

	TM	UD	Facility
Key Conta	Larry Rudner	Robin Utsey	Ted Brandhorst
IBM computers:	5 pc's	4 pc's	5 pc's
Non-IBM:			mainframe
Communication:	Pc-Talk, ProComm	CrossTalk DialogLink Kermit	changing to IBM-PC know SmartComm, ProComm, CrossTalk
Info Retrieval services:	Dialog	Dialog	Dialog, BRS, little ORBIT
CD-ROM:	SilverPlatter, OCLC	SilverPlatter	SilverPlatter
Networks:	access to DarpaNet, BitNet	no	no
LAN:	no	no	no
Doc tracking:	dbase	no interested	n/a
Mailing lists:	WP commercial purchase	dbase	has a system interested
Catalog sales:	no system interested	no system interested	no system interested
Monthly report:	no problems	no	n/a
Word Processing:	WP 4.2 & 5.0, WS	WP 4.2 & 5.0 WS	Multimate, shifting to WP5.0
Desktop Publishing	Ventura	WP 5.0	Ventura
Digests:	in house, Ventura	inhouse preparation, printing is jobbed out not typeset DTP	n/a
Major pubs:	both inhouse and jobbed out	same as above typeset	corporate print shop typeset
Other ideas:			
Internal priorities:	training	system that tracks acquisitions, user services, mailing lists	Automated tracking system
System priorities:		arrangement book, title index, adr and other lists on machine readable files	Full text storage, ERICTOOLS on disk with software
ACCESS ERIC: Facility:	wait and see unattended transmissions using xmodem	wait and see	bbs for eric, 800 number on line dupe checking, full microcomputer- ization of internal functions teleconferencing
Central ERIC:	unattended monthly reports, funding/encouragement for innovations and system-wide tools		

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OPERATED FOR THE U.S. DEPARTMENT OF EDUCATION *by* ARC Professional Services Group, Information Systems Div

August 21, 1988

Ms. Dona Holloway
DIALOG Information Services, Inc.
3460 Hillview Avenue
Palo Alto, California 94304

Dear Dona:

The ERIC Technical Steering Committee recently recommended that all ERIC online and CD-ROM vendors be asked to incorporate a "basic ERIC information" panel in their products that would give address and telephone information about ERIC's major referral points. The rationale for this suggestion is that many users, particularly those working independently via CD-ROM, don't know what the next step is after they've located material of interest to them in the ERIC database.

Central ERIC approved the recommendation and asked the ERIC Facility to forward this kind of basic information to the vendors, encouraging them to use it in the desired way. Each vendor would be completely free, of course, to create their own version of such a "basic ERIC information" panel(s).

In accordance with this recommendation, we are sending you herewith a copy of the panel entitled "The Organizations That Make Up ERIC" from the recently updated Pocket Guide to ERIC. We are also sending you a copy of the most recent edition of ERIC Ready Reference #6, that lists all the ERIC Clearinghouses and Support Contractors, together with brief scope notes for the Clearinghouses. We think some lead-in "help" screens based on this material would serve the users well. Please let us know if you decide to use this material or if there is anything we can do to further facilitate its use.

Sincerely yours,

Ted Brandhorst, Director
ERIC Processing and Reference Facility

WTB:sep

cc: R. Stonehill (Central ERIC)
L. Barnett (ERIC Technical Steering Committee)

Enclosures: (1) Pocket Guide to ERIC -
Panel on "Organizations That Make Up ERIC"

(2) ERIC Ready Reference #6 -
ERIC Clearinghouses and Support Contractors

DIALOG
Information Services, Inc.

A Knight-Ridder Company

3460 Hillview Ave. • Palo Alto, California 94304 • (415) 858-2700 • FAX: (415) 858-7069

August 30, 1989

Ted Brandhorst
ERIC Facility
2440 Research Boulevard
Suite 550
Rockville, MD 20850-3238

Dear Ted,

I have received and reviewed your letter of August 21 requesting incorporation of "basic ERIC information" panels in our ERIC products. Given the way the online system is currently configured, there springs to mind no obvious way in which to incorporate this data into File 1, the online ERIC DIALOG product. When a new ERIC "chapter" (the full file documentation) is prepared, we will be happy to include such information in that, but at this time we have not scheduled such a re-write.

However, if I interpret your request correctly, your most immediate concern is with aiding users of CDROM products. Accordingly, I have forwarded your letter and the enclosed materials to Barry Richman, Director of our CDROM Division, for review and any further action by his organization.

Sincerely,

Dona W. Holloway

Dona W. Holloway
Senior Product Analyst
General Information Division

cc: B. Richman

DIALOG • Knowledge Index • Dialog Classmate • Dialnet • Dialmail • DialogLink • Dialog Connections • Dialog OnDisc

World's Largest Online Knowledgebank

DIALOG NEWS

Dialog Information Services, Inc.
3460 Hillview Avenue
Palo Alto, CA 94304

A Knight-Ridder Company

CONTACT: Kathie Mulvey
Marketing Communications
800-3-DIALOG (800-334-2564)
or 415-858-3711

FOR IMMEDIATE RELEASE

DIALOG ANNOUNCES DIALOG ONDISC (tm) MANAGER VERSION 3.0, ADDITIONAL CDROM DEVELOPMENTS

PALO ALTO, CA, 6 November 1989 -- Dialog Information Services, Inc. has announced significant enhancements to its DIALOG OnDisc Manager CDROM software. The enhancements include several features frequently requested by DIALOG OnDisc customers:

* The ability to save and re-execute searches while in the Easy Menu mode
* The addition of menu mode choices and function keys within the Command Search mode
* Options which allow an administrator to control the user's environment
* The capability to dynamically utilize up to 64K of expanded memory if available

DIALOG OnDisc products are searchable via either an Easy Menu mode or a

Command Search mode, which uses the standard DIALOG online commands. Formerly, searches could be saved only in the command mode. Version 3.0 extends that capability to the Easy Menu mode on disc and further allows CDROM searches that were executed in Command Search mode to be re-executed in menu mode, and vice versa.

This allows searchers to quickly search across CDROMs, a feature especially useful where a single CDROM product encompasses multiple discs. It also enables professional searchers to create extensive, sophisticated searches in the Command Search mode, which can then be re-executed by novice users in the Easy Menu mode. All DIALOG OnDisc searches can now be repeated quickly, with few keystrokes and without extensive training.

The addition of Easy Menu mode choices and function keys to the Command Search mode offers searchers the ease of menu mode with the power and flexibility of command mode in one package. Allowing menu mode choices in command mode provides an easy upgrade path for users who have worked with menu mode and now desire the larger number of options available in command mode, while minimizing the need for instruction.

Installation options allow the CDROM administrator to control the user's environment by selecting a number of alternatives, including, among others:

* Setting the number of lines per page
* Setting page breaks to allow printing to fit more aesthetically on the page
* Setting postings on so searchers can determine how many records and

BEST COPY AVAILABLE

how many instances of the desired term are present

* Locking into Easy Menu mode to prevent walk-up users from becoming lost in command mode
* Locking out of online mode to prevent unauthorized online use

In addition, Version 3.0 recognizes and uses up to 64K of expanded computer memory to speed up system searching performance for searchers with more than the required 640K of RAM. This is a fully automatic process and requires no prompting or technical steps on the part of the user.

In related developments, Dialog has announced that DIALOG OnDisc MEDLINE (r) will change from quarterly to monthly updating beginning with the January/February 1990 update, giving MEDLINE searchers faster access to recent developments in the medical and biomedical fields.

Dialog has also announced LAN (Local Area Network) pricing for all DIALOG OnDisc products except NTIS. CDROM products for a LAN may be purchased for groups of two to ten workstations for THOMAS REGISTER, and for as many workstations as desired for all other DIALOG OnDisc products currently available.

It is Dialog policy to offer both multi-user and customer network access to DIALOG OnDisc databases for all products for which we have agreements with database suppliers that enable us to provide this type of access. Dialog will license LAN users for a discounted price above the first DIALOG OnDisc workstation price.

Dialog Information Services, Inc. is an established leader in the online industry. Its DIALOG (r) information retrieval service provides more than 330 databases covering business, scientific, and technical areas. Dialog also offers KNOWLEDGE INDEX (r), a low-cost evening and weekend service for the home computer user; a selection of professional menu-driven services; and a variety of DIALOG OnDisc CDROM products.

For additional details on the technical capabilities of DIALOG OnDisc Manager Version 3.0, on LAN pricing for DIALOG OnDisc products, or on any Dialog or DIALOG OnDisc products and services, contact the Marketing Department at Dialog Information Services, Inc., 3460 Hillview Avenue, Palo Alto, CA 94304, or call 800-3-DIALOG (800-334-2564).

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DIALOG and KNOWLEDGE INDEX are Servicemarks of Dialog Information Services, Inc., Registered U.S. Patent & Trademark Office. DIALOG OnDisc is a Trademark of Dialog Information Services, Inc., a Knight-Ridder company.

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SilverPlatter®

October 1989

To: SilverPlatter Subscribers
Subject: Distribution of Release 1.6

We are sending you the new version of the SilverPlatter Information Retrieval Software, Release 1.6, with supporting documentation. To use it follow the Setup Procedures in the revised *Installation Guide*. You should install Release 1.6 immediately, since failure to do so will result in problems with our next database updates.

We are sending one package to each shipping address. If you have multiple subscriptions and require additional copies of the software or documentation, we have included a form and envelope to request them. The software can be installed on more than one workstation.

Major Features of Release 1.6

MeSH Thesaurus

With SilverPlatter's new online MeSH (Medical Subject Headings) thesaurus, you can find the most precise biomedical term for searching, view the hierarchical MeSH tree structure, and explode a term to obtain records indexed to the term and all its narrower terms. [ESC] T brings up the prompt for thesaurus searching. Online context-sensitive help about the thesaurus, accessed by pressing [F1], is available while you are in the thesaurus.

Thesauri will be available for ClinMED-CD and HealthPLAN-CD in the near future, followed by thesauri for other products such as Nursing & Allied Health (CINAHL-CD), ERIC, and PsycLIT.

DOWNLOAD Command

The TRANSFER command has been changed to **DOWNLOAD**. Access it by pressing [ESC] D, or by selecting DOWNLOAD from the Command line at the bottom of the screen. The default file name for downloaded records has been changed from TRANSFER.DOC to DOWNLOAD.DOC. Pressing [ESC] T now brings up the Thesaurus prompt. If you are using a database that does not have a thesaurus, pressing [ESC] T brings up a message explaining that the thesaurus is not available.

Setup

Since all of the SilverPlatter software no longer fits on a single 360Kb diskette, floppy diskette installation results in two diskettes, a boot diskette and a software diskette. The software will run on single and dual drive workstations. Revised setup procedures are included in the revised *Installation Guide*.

Tutorials

If you are a MEDLINE subscriber, a new floppy diskette-based tutorial is being shipped with this release. As we announced last spring, floppy diskette-based tutorials for other databases (PsycLIT, ERIC, sociofile, and POPLINE) are being readied for release in 1990 and CD-ROM-based tutorials will gradually be phased out over the next nine months.

Supporting Documentation

The enclosed documentation package reflects the changes listed above. Replacement pages for *Getting Started* document the new DOWNLOAD command and changes to the Search History screen. Chapters 4 and 9 for the *Installation Guide* have been revised to reflect changes to Setup and for quicker access to information. The System Quick Reference Guide documents the new DOWNLOAD command. MEDLINE subscribers will receive an appendix describing the MeSH thesaurus, to be placed at the end of your MEDLINE chapter.

The release has undergone intensive quality assurance testing at SilverPlatter as well as extensive field testing at several libraries. Should you have any problems during installation or while searching with Release 1.6, please do not hesitate to contact our Customer Support Staff at 1-800-343-0064 (United States), 617-239-0306 (Massachusetts), 0-800-282-133 (United Kingdom), 01-30-81-0898 (West Germany), or 01-995-8242 (Europe).

Sincerely,

Product Development and Support

SilverPlatter Information, Inc.
37 Walnut Street, Wellesley Hills, MA 02181, U.S.A. / 617-239-0306 / FAX: 617-235-1715 / ALANET: 41: ALA1886
10 Barley Mow Passage, Chiswick, London, W4 4PH, England / 01-995-8242 / FAX 01-995-5159

[redacted]

SilverPlatter

Press Release
October 1989

SilverPlatter Hires Social Sciences Product Manager

Susan Marleski Bergman has joined the staff of SilverPlatter Information, Inc. as Product Manager, Social Sciences. In this capacity, Ms. Bergman will direct the marketing development, and acquisition of SilverPlatter Products in the field of social science, including PsycLIT, ERIC, sociofile, GPO on SilverPlatter, and NTIS.

Located in the Washington, D.C. area, she will start up a Washington office with responsibility for marketing SilverPlatter Products to the Federal government. She will also maintain contracts with local Information Providers.

Before joining SilverPlatter, Ms. Bergman was Director of Database Services for PsycINFO, the American Psychological Association, where she managed the staff and activities related to marketing and developing PsycINFO's electronic and print products. She also held the position of Manager of User Services at PsycINFO and previously worked as a medical librarian.

Ms. Bergman has been active in various industry organizations, most currently as a member of the NFAIS Board of Directors.

For further information, contact:

SilverPlatter Information, Inc.
37 Walnut Street
Wellesley Hills, MA 02181
1-800-343-0064
617-239-0306 (worldwide)
617-2351715 (FAX)

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FOR IMMEDIATE RELEASE
November 8, 1989

Contact: Beverly McDonald
MCI: Alexander Communications
voice: 404/876-4482
fax: 404/876-4516

Or: Laura Muller
Product Manager
CBIS, Inc.
voice: 404/446-1332
fax: 404/446-9164

Or: Elizabeth Morley
SilverPlatter Information, Inc.
voice: 617/239-0306
fax: 617/235-1715

CBIS' CD Connection And CD Server Now Shipping As Components Of SilverPlatter Information's MultiPlatter CD-ROM Network

CBIS' Products Help Provide 'Total Networking Solution' For CD-ROM Users

NORCROSS, Georgia -- CBIS, Inc. announced today that its CD Connection™ and CD Server™ are being shipped as components of SilverPlatter® Information, Inc.'s MultiPlatter™ CD-ROM Network. With the MultiPlatter Network, connected PCs can access any CD-ROM discs in the network and multiple users can perform searches on the same CD-ROM disc.

The bundled MultiPlatter Network, including CD Connection and CD Server, is currently installed at several MultiPlatter sites. SilverPlatter is now accepting orders for MultiPlatter installations.

CD-ROMs serve as a medium for distributing vast quantities of information, such as very large databases. A CD-ROM 4.72-inch disc, for example, holds about 550 megabytes of read-only data, which is the equivalent of about 150,000 pages of text. The legal, medical, government, educational, financial, literary and airline industries are among those utilizing CD-ROMs to manage and develop libraries of information without having to maintain the shelves of files and books

-more-

5875 Peachtree Industrial Blvd., Bldg. 100 Ste. 170, Norcross, GA 30092
(404) 446-1332 FAX (404) 446-9164

traditionally used for storing large amounts of data.

CBIS' CD Connection and CD Server provide the MultiPlatter CD-ROM network with the software and hardware needed to access CD-ROM collections. The products replace those previously used by MultiPlatter.

"As a developer of local area network systems, CBIS has a thorough understanding of SilverPlatter's need for a viable CD-ROM network," said Chris Pooley, SilverPlatter's director of special projects. "They are willing to work with us to expand their networking technology to create a superior CD-ROM delivery system. Bundled with MultiPlatter's existing software and backed by SilverPlatter's complete support services, the CD Connection software and CD Server hardware provide the total solution to CD-ROM networking."

CBIS' CD Connection is a software program that allows CD-ROM users to access multiple CD-ROM drives simultaneously over a local area network (LAN). CD Connection runs on top of a network and provides networking capabilities to CD-ROM drives. CD Connection, in conjunction with CD Server, can manage up to 21 CD-ROM drives per server and up to 240 servers per network.

"CD Connection doesn't have the memory constraints of other network management software programs," explained Pooley. "Unlike its competitors, CD Connection doesn't require MSCDEX extensions on each PC workstation -- it requires only 22.5K of RAM per workstation, regardless of the number of CD-ROM drives on the network. Only 2K of main memory is required when the CD Connection software is moved into the extended memory area."

Other CD-ROM networking management software that requires MSCDEX on each workstation uses up approximately 28K of memory which is increased incrementally by 8K per workstation each time another CD-ROM drive is added to the network. In order to manage a network with 14 CD-ROM drives, for example, some competitive network systems would require as much as 132K of RAM per workstation.

CBIS' CD Server provides MultiPlatter with the hardware necessary for users to access

-more-

CD-ROM discs on the network. A complete 'plug-and-play' subsystem, CD Server includes an 80286- or 80386-based microprocessor tower server; up to four megabytes of main memory; a CD-ROM drive; a CD-ROM SCSI host adapter; a 1.2 megabyte floppy disk drive; a monochrome video card; a keyboard; and DOS Version 3.3 with MSCDEX. CD Server's tower server has slots for up to six additional CD-ROM drives, and an expansion unit allows it to handle up to 14 more, so that a single subsystem can support up to 21 CD-ROM drives.

In addition to their CD-ROM serving capabilities, CD Connection and CD Server incorporate a unique disk-caching system to counter the slower disc access speeds of CD-ROM drives, allowing it to deliver data from a shared CD to network users at more than 400 kilobytes of data per second. This means that multiple users can share a single drive without any noticeable degradation in performance.

CBIS is currently working with SilverPlatter to provide an upgrade solution for MultiPlatter's existing customer base, so that present installations can take advantage of CD Connection and CD Server software without having to replace previously-used hardware. All existing installations of MultiPlatter will be upgraded to CD Connection and CD Server.

MultiPlatter also includes its own software that allows users to build menus and maintain usage statistics. MultiPlatter's complete bundled package, including network and supporting software, on-site installation, training and upgrades for a 7 CD-ROM drive, 286-tower for 4 workstations, will be available for $19,980.

In addition to the MultiPlatter network, CBIS' CD Connection also operates with Network-OS,™ CBIS' own network, as well as Novell Netware (IPX and NetBIOS) and most other fully NetBIOS-compatible LANs. CD Connection is available for Novell Netware for as little as $695 for one to seven users, and for generic NetBIOS versions, prices begin at $695 for one to seven users.

The company's CD Server is priced at $5,300 for the basic 80286 system, while a 80386 system is priced at $6,900.

-more-

Founded in 1978, CBIS is the privately-held developer of Network-OS, Info-Link,™ OutBound Plus,™ Network-OS Bridging,™ InBound Remote™ and other network hardware and software options for IBM compatible microcomputers. The company also specializes in preparing custom LAN solutions for value added resellers and original equipment manufacturing needs. For more information, contact CBIS Inc., 5875 Peachtree Industrial Boulevard, Building 100/170, Norcross, GA 30092; or call 404/446-1332 (voice) or 404/446-9164 (fax).

SilverPlatter Information, Inc., founded in 1983, is a group of companies devoted to developing CD-ROM products and providing optical publishing services. The largest publisher of databases on compact discs in the United States, SilverPlatter also has offices in Great Britain and a worldwide network of distributors and agents. For more information, contact SilverPlatter Information, Inc., 37 Walnut Street, Wellesley Hills, MA 02181; or call 617/239-0306 (voice) or 617/235-1715 (fax).

# # #

CD Connection, CD Server, Network-OS, Info-Link, OutBound Plus, Network-OS Bridging and InBound Remote are trademarks of CBIS, Inc.
SilverPlatter is a registered trademark and MultiPlatter is a trademark of SilverPlatter Information, Inc.
Other product and company names are trademarks or registered trademarks of their respective companies.

ATTACHMENT 11
Page 1 of 1

Wright State University

Lake Campus
7600 State Route 703
Celina, Ohio 45822
419/586-2365
513/222-0039

November 28, 1989

MR TED BRANDHORST
DIRECTOR
ERIC FACILITY
2440 RESEARCH BLVD
SUITE 550
ROCKVILLE MD 20850

Dear Mr. Brandhorst:

As per our telephone conversation of this afternoon, we currently have a collection of ERIC microfiche dating from 1970 until June 1979 which is relatively complete. There are a total of approximately 49,000 microfiche in eight filing cabinets with accompanying paperbound indexes.

As we were planning to discard these microfiche, we were hoping to be able to sell as much of this collection as possible to any library needing supplementary ERIC microfiche. We ask that interested libraries also arrange for shipping. The filing cabinets may also be purchased along with the microfiche.

I understood you to say that we have a <u>total</u> value of approximately $10,000.

In the next few months, we hope to be able to sell our entire ERIC microfiche collection.

Any help you could give us in promulgating this information to interested buyers would be greatly appreciated.

Should you need additional information, please feel free to contact me!

Sincerely,

Alex Pittman

Alex Pittman, M.A., M.L.S.
Library Director
Wright State University - Lake Campus
7600 State Route 703
Celina, OH 45822
(419) 586-2365, ext. 233

gb:2288

c Dr. Krischak
Mr. Wetter

877

EA Sample Monthly Report Data Gathering Forms

2 Acquisitions

Person responding_____Month_____

Solicitations for Documents:_____

The number of solicitations requesting documents for processing during the reporting period (within Clearinghouse scope area) from any source (including the Facility and Central ERIC).

New Acquisition Arrangements:_____

The number of new acquisition arrangements established during the reporting period (includes Facility notification). Blanket release is not required.

Documents Received / Solicited:_____

The number of documents received by the Clearinghouse during the reporting period as a result of (1) an acquisition arrangement, or (2) written or verbal contact (requiring staff time) with an author, publisher, association, etc. (includes documents requested from the Facility).

Documents Received / Unsolicited:_____

The number of documents received during the reporting period that were not solicited (required no staff time) but received at the Clearinghouse. This number does not include documents received from the Facility, as those documents are "Transferred In".

Documents Received / Transferred In:_____

The number of documents received during the reporting period from the Facility, Central ERIC, or other ERIC Clearinghouses unsolicited.

Total Documents Received:_____

The sum total of all documents received for the reporting period. [Documents Received / Solicited + Documents Received / Unsolicited + Documents / Transferred In = Total Documents Received]

Documents Rejected:_____

The number of documents rejected for the reporting period because of poor reproducibility, lack of content, prior submission by different Clearinghouse, etc. Includes all documents submitted for potential inclusion whether suitable for ERIC or not. Newsletters, brochures, catalogs, promotional materials sent on FYI or subscription basis are not included.

2 Acquisitions Continued

Documents Transferred Out:_____

The number of documents transferred out during the reporting period because the documents were in another Clearinghouse's scope area.

Total Available for Processing:_____

The number of documents available for processing after selection at the close of the reporting period. [Total Documents Received - (Documents Rejected + Documents Transferred Out) = Total Documents Available for Processing]

Rejection Rate:_____

The percentage of documents rejected for the reporting period. [Documents Rejected / (Total Documents Received - Documents Transferred Out) = Rejection Rate]

ERIC DIRECTORS MEETING

(October 27-28, 1989)

ERIC FACILITY REPORT

1. Physical Location (Move to Rockville; Accessibility)

2. Contract (T&M Contract; December 16 - December 15)
Three modifications very recently:

   - Lexicographic Assistance
   (Anita Colby for 5 weeks, helping on 12th edition of *Thesaurus*; Identifier help for 2 months)

   - RIE Schedule Recovery (By end of 1989)

   - Four Tasks: ERIC Digests Online File, Additional Documents for RIE, CH/ED # Cross Ref List, RIE Complimentary Distribution List

3. Publications/Brochures/Products

   - Pocket Guide to ERIC
   (revised and reprinted)

   - Submitting Documents to ERIC
   (revised and in process of being reprinted)

   - Bibliography of Publications About ERIC, 1985-1988
   (updated and printed)

4. ACCESS-ERIC Related Matters

   - *ERIC Conference Calendar* (1989) raw data to ACCESS ERIC in May.

   - *Interchange* mailing list to ACCESS ERIC in May.

   - *Directory of ERIC Information Service Providers* (tape of previous directory and raw input to ACCESS ERIC in June)

   - Fourteen (14) boxes of ERIC products to ACCESS ERIC in June.

5. *ERIC Processing Manual* (EPM Revision (Started in March))

(18 month project; in data gathering phase; different chapter highlighted every two months; be sure to put in all your major concerns and pet peeves; *ERIC Clearinghouse Scope of Interest Guide* is Appendix A).

6. ERIC Digests Full Text Online

- Tapes sent to DIALOG and GTE. (318 Digests).
- DIALOG has mounted the file. Available via "Format 9".
- Now need to pick up all Digests published since cut-off of old PS file (August 1988).
- Instructions and lists will be sent out shortly (Instruction handout available now).

7. RIE and RIE Schedule

- Schedule Recovery project on track. RIE August 1989 printed; also semiannual indexes for last half of 1988 and first half of 1989 have appeared.
- Document quality (application of selection criteria), staying within scope of interest, and document preparation for filming all need to be improved. Too many problems are appearing in all three areas.

8. Miscellaneous

- Project to upgrade amount of and quality of microcomputer equipment at the Facility is now completed. We have a total of 7 PC's, 8 printers, two CD-ROM drives, and a wide variety of new software.
- Reference Inquiry Referral Guide

  With the advent of ACCESS ERIC, it becomes particularly important to get straight on who is answering what, on where and when referrals are made, etc. The "Reference Inquiry Referral Guide" is a preliminary attempt to introduce a system-wide consistency of approach into the reference and user series area.

- Royalties for Use of the ERIC Database

  Documentation was sent to CERIC supporting the concept of royalties from vendors of the ERIC database and citing precedents within the Department of Justice. This data is under study by the Department of Education Contracts Office.

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OPERATED BY
COMPUTER MICROFILM CORP.
703-823-0500
EDRS

EDRS PRESENTATION AT THE ERIC DIRECTORS MEETING

October 27, 1989

I. STATISTICAL OVERVIEW (CHARTS ATTACHED) 1985 - 1989

a. ERIC Standing Order Subscribers

b. ERIC Average Monthly Gross Sales

c. ERIC Average Monthly Demand Sales

d. ERIC Average Monthly Back Collection Sales

II. EDRS MARKETING INNOVATIONS

a. **ERICPHONE 1-800-227-ERIC**

September Summary By State Attached

1,054 calls received

37 actual hours used

2:05.8 average minutes per call

35 Average calls per day

49 Average calls per weekday

b. **CREDIT CARD PURCHASES**

Use of MasterCard and Visa for the purchase of ERIC documents. Sales have increased by 21% as compared to 1988.

c. ERICHEK

On-line electronic search and demand ordering system being upgraded to respond more quickly in fulfilling demand orders of all types.

d. ERIC Special Products

ERIC Microfiche Indexes

ERIC Starter Kit

ERIC of the 80's

ERIC Education Database full text -

with CD-ROM

e. ERIC ADVISER

f. ERICFAX

Receive approximately 5 demand orders per week via ERICFAX.

Fax documents to demand order customers. About 2 a month.

g. ERIC AFTER HOURS

Direct on line ordering service - between the hours of 5 P.M. and 8:30 A.M. Monday through Friday and 5 P.M. through 8:30 A.M. Friday through Monday morning (Eastern Time).

h. ON-LINE RETRIEVAL

Addition of

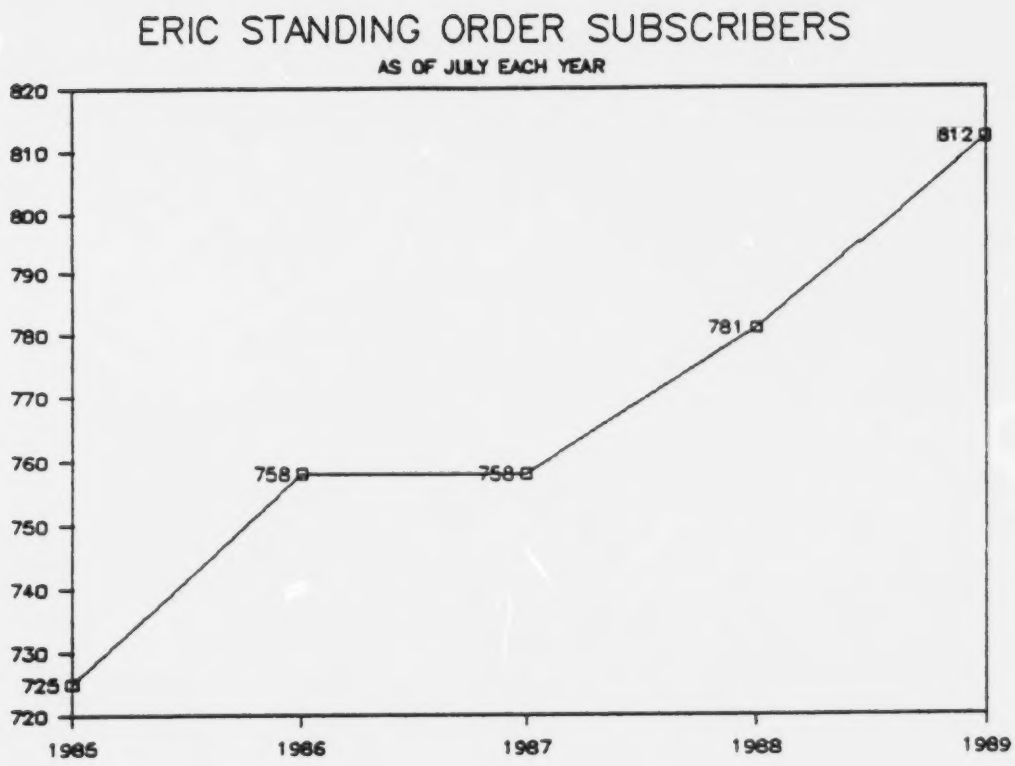
BRS. Has had no impact.

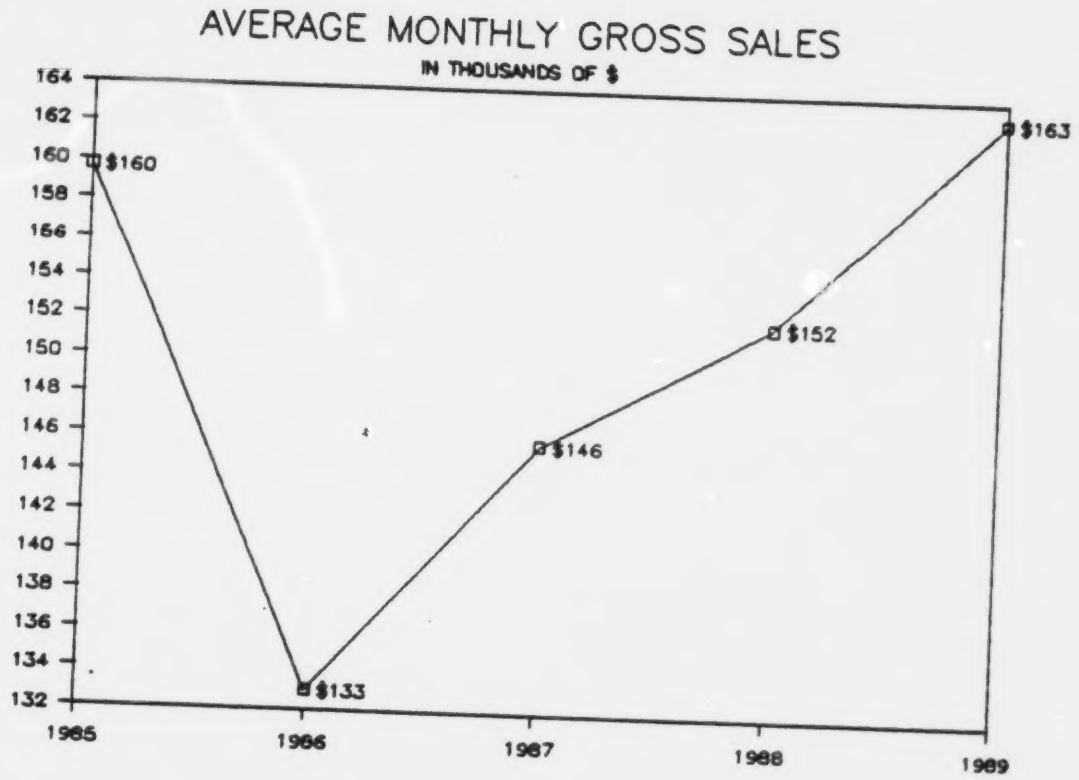
OCLC. 64 orders received during the month of September

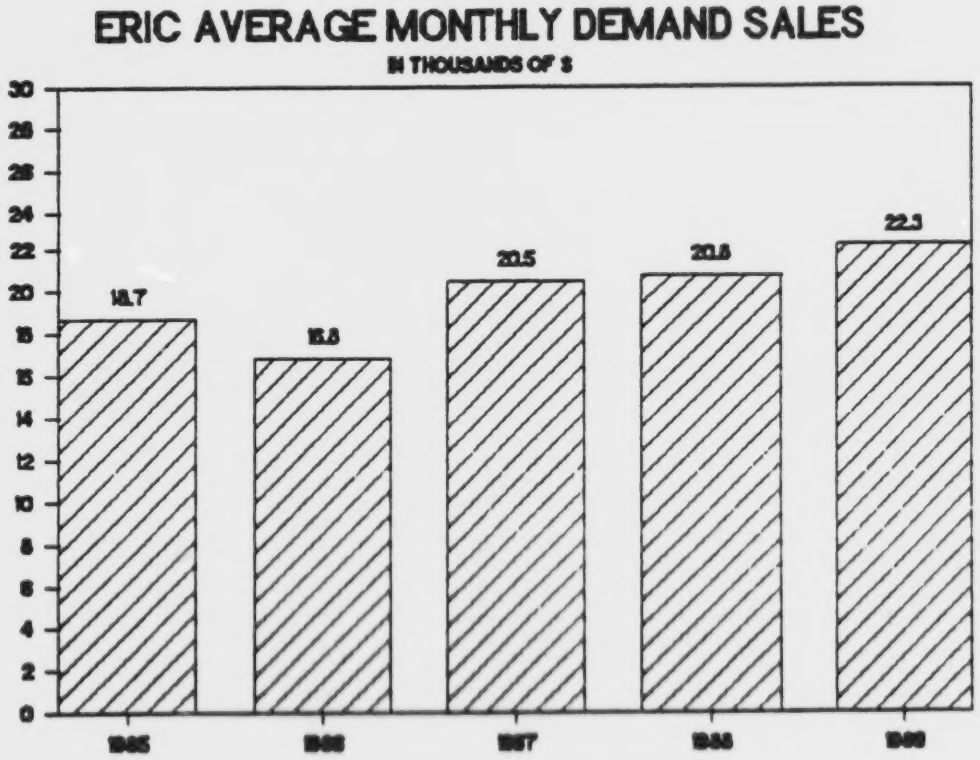
III. FUTURE

a. ACCESS ERIC INTERFACE

b. EDRS MARKETING BROCHURE of microfilm supplies and equipment available from EDRS at discount prices (file cabinets, viewers, out signals etc.)


ERIC STANDING ORDER SUBSCRIBERS
AS OF JULY EACH YEAR
820
810
800
790
780
770
760
750
740
730
720
725
758
758
781
812
1985
1986
1987
1988
1989


AVERAGE MONTHLY GROSS SALES
IN THOUSANDS OF $
164
162
160
158
156
154
152
150
148
146
144
142
140
138
136
134
132
$160
$133
$146
$152
$163
1985
1986
1987
1988
1989


ERIC AVERAGE MONTHLY DEMAND SALES
IN THOUSANDS OF $
30
28
26
24
22
20
18
16
14
12
10
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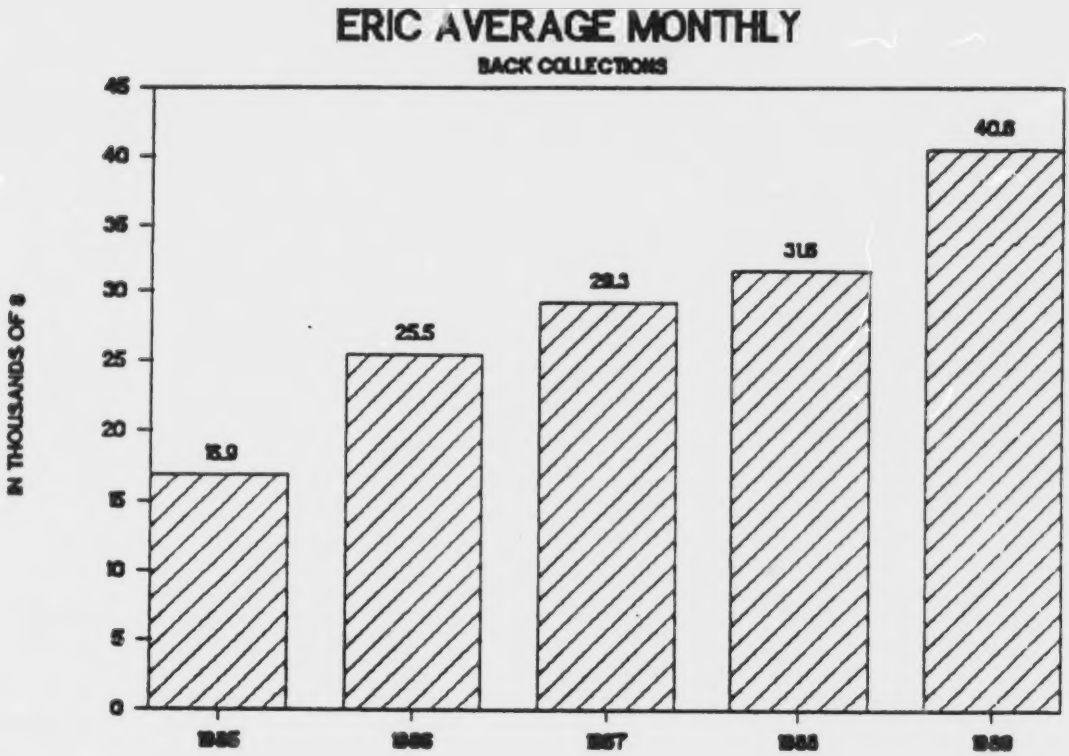
18.7
15.8
20.5
20.8
22.3


ERIC AVERAGE MONTHLY
BACK COLLECTIONS
IN THOUSANDS OF $
0
5
15
20
25
30
35
40
45
15.9
25.5
29.3
31.6
40.8
1985
1986
1987
1988
1989

EDRS 800 Number Usage
By State
September 1989

State	Calls	State	Calls
AL	9	CA	100
AR	9	NY	100
AZ	9	TX	74
CA	100	NJ	58
CB	5	IL	54
CO	11	FL	50
CT	35	MI	45
DC	11	MA	42
DE	1	MD	42
FL	50	PA	40
GA	27	CT	35
HI	9	MO	32
IA	6	GA	27
ID	9	KY	24
IL	54	NC	24
IN	13	OH	22
KS	12	TN	21
KY	24	MN	19
LA	10	WI	17
MA	42	ME	15
MD	42	SC	15
ME	15	OK	14
MI	45	OR	14
MN	19	IN	13
MO	32	KS	12
MS	3	WV	12
MT	7	CO	11
NC	24	DC	11
NE	5	WA	11
NH	5	LA	10
NJ	58	AL	9
NY	100	AR	9
OH	22	AZ	9
OK	14	HI	9
OR	14	ID	9
PA	40	MT	7
RI	2	IA	6
SC	15	VT	6
TN	21	CB	5
TX	74	NE	5
UT	4	NH	5
VT	6	UT	4
WA	11	MS	3
WI	17	RI	2
WV	12	DE	1
WY	1	WY	1
Total	1054	Total	1054

COMPUTER MICROFILM CORPORATION

Announces

EDUCATION DATABASE
FULL TEXT - WITH CD-ROM INDEX

The Educational Resources Information Center (ERIC), is the world's largest database of education literature. The ERIC monthly journal, *Resources in Education (RIE)*, announces technical and research reports, conference papers, government documents, and other materials acquired by the ERIC system. It includes over 300,000 documents.

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Librarians Look to New Systems and Sources

By Michael Keating
Research Manager

New York was the location for this year's Convention.

Managing Change was the theme of this year's Special Libraries Association (SLA) conference, held in New York City. The 1500 education librarians who attended the show learned how to manage, or at least cope with, some of the changes taking place in their field and facilities.

One change is that, more than ever, libraries are becoming cramped for space. Meeting sessions showed how to fit bulging collections into limited space. Vendors like Spacesaver, Aurora, Gaylord, and others demonstrated how their shelving conserved space in university law libraries and in other locations. The importance of weeding as a space-saving solution was highlighted. Two schools in North Carolina that incorporated weeding into their total automation program were applauded at one session.

Media centers are automating their circulation and cataloging operations at a fast pace. Software and supply firms like Follett, Demco, Bibliotech, and NOTIS demonstrated their systems in media centers and academic libraries. More than 80 percent of NOTIS' 124 installations are now in academic and research libraries.

Education librarians see journal and magazine subscription prices skyrocketing. A university librarian from Indiana spoke of the horror of paying $3000 for an annual subscription to a respected international scientific journal. Representatives from Faxon, EBSCO, and other subscription services showed how librarians can cope. Related conference sessions helped librarians choose the best books for their reference collections.

Librarians are actively involved in collective-bargaining units on their campuses. At the conference, the American Association of University Professors expressed its interest in representing academic librarians and library science educators.

One group of conference speakers concluded that students are becoming more information-literate. The speakers—administrators and librarians in leading university MBA programs—pointed out that students now must "make their PC's sing," and must skillfully tap into computer databanks. Mead Data with its Nexis, Dialog, Newsnet, and Disclosure were a few of the show exhibitors displaying computerized information services. Some of these exhibitors offer special discounts to school and college libraries.

Statistics for educators

ERIC (the Educational Resources Information Center) and machine-readable data files were the subject of much discussion at this year's SLA. Specifically, librarians learned about education statistics available on machine-readable datatapes. Many of these tapes are indexed and abstracted on ERIC's *Resources in Education* journal. Kinds of information administrators and librarians can tap into on machine-readable data files include: academic achievement surveys, enrollment trends, campus crime totals, and statistics on comparable schools and universities.

"A lot of data is collected in education surveys, but only a limited amount is published," pointed out Charles Missar, an

information consultant who spoke at the conference. Missar, who has worked with ERIC and the National Institute of Education Research Library since 1966, pointed out that educators can make detailed analyses of education trends using unpublished information on datatapes. Researchers can also spin off parts or subsets of the data onto separate disks.

At the University of Florida-Gainesville, the academic affairs department and graduate students most often use the school's 1900 machine-readable data files. According to Suzanne Brown, head of the University's education library, administrators track enrollment trends, faculty salaries, and statistics on comparable institutions with the files. Tapes are cataloged on the University of Florida's online system, as well as in a statewide network.

Marydee Ojala, a Kansas information consultant and former academic librarian noted, "Anyone doing any sort of longitudinal study on school population trends and related subjects would find these machine-readable data files very valuable." What's needed, says Ojala, is a user-friendly interface. Librarians should also work to get this numeric information out of the mainframe environment and onto a PC, said Ojala.

At the University of Georgia libraries, use of machine-readable data files should continue to grow, predicts Deanna Roberts, head of education resources. Academics at the University who need statistics from the files usually contact the library's reference department with its 12 staffers skilled in obtaining information from ERIC and other files. The University's data services department also assists educators who need statistics from machine-readable data files.

Charles D. Missar of Washington, D.C.

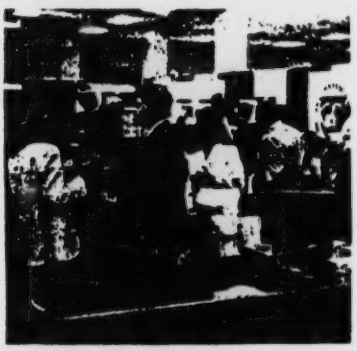
Availabilities

To find the kinds of reports and statistics available on machine-readable files, scan copies of ERIC's *Resources in Education*. The journal is available in many college libraries and online through the ERIC database. *Resources in Education* began abstracting machine-readable data files in early 1988.

It's possible to check for information availability on the home campus or school computer center as well as nearby college education departments.

Two other sources are ERIC's headquarters in the U.S. Department of Education at 202/357-6088 or the ERIC reference facility at 301/656-9723.

To learn more, or to join the Education Division of SLA, call 202/234-7000. There are over 200 librarians and administrators in SLA's Education Division. The 1990 conference will be held in Pittsburgh, June 9 through 14. ■



SLA Convention exhibits.

School and College / AUGUST 1989

ERIC KEEPING UP
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NEWS BULLETIN OF THE CLEARINGHOUSE FOR SOCIAL STUDIES/ SOCIAL SCIENCE EDUCATION Fall 1989

ERIC's *Resources in Education (RIE)*:

A Rich Reservoir of Recent and Retrospective Education Literature

by Jane Henson
Assistant Director, ERIC/ChESS

Located in a large area of the ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS) are eighteen filing cabinets that hold microfiche copies of the important documents in education during the past twenty-three years — research reports, conference proceedings and papers, curriculum guides, evaluation studies, teaching units, and lesson plans. These "fiche" comprise the document literature of the ERIC database.

The Educational Resources Information Center (ERIC) began to build its database in 1966 as an attempt to capture and convey the report literature of the post-Sputnik educational reform movement and to make it available to the educational research community. The database has grown over the years to include more than 650,000 records provided by more than 31,000 organizations and individuals. The database contains two different types of records: (1) those annotating the journal literature in education and (2) those abstracting the document literature, e.g., research reports, conference papers, policy papers, curriculum guides, lesson plans, and instructional units.

Annotations of the journal portion of the database are published monthly in *Current Index to Journals in Education* (*CIJE*). *CIJE* was featured in the Fall 1988 issue of *Keeping Up*.

How Can Educators Find *RIE* Materials?

Abstract records of recent document literature are published in a monthly volume, *Resources in Education* (*RIE*). The abstract record that describes an *RIE* document includes the author's name, the title of the item, a source of availability, publication date, terms (words) describing the document, and a single paragraph description of the contents of the item. In addition, each *RIE* volume provides access to the document abstract through various indexes, which address the subject, author, institution, and publication type.

The *Resources in Education* monthly publication is just one of three means to locate document literature in the ERIC database. A second option is searching the database, using the latest information storage and retrieval methods of online computer database vendors. Among the largest companies offering such services are DIALOG, Bibliographic Retrieval Service (BRS), and System Development Corporation's (SDC) Orbit. Through the use of a computer, software, and telephone modem, teachers, students, school administrators, policy makers, and parents can browse the ERIC database. A third mechanism for searching the database is to use a compact disk read-only-memory (CD-ROM) and a reader attached to a personal computer. The same kind of CD disk that is used to play a favorite symphony can be used to store thousands of pages of printed material. The three major sources of ERIC CD-ROM disks are DIALOG, SilverPlatter, and Online Computer Library Center (OCLC).

Each of these tools — *Resources in Education*, the online database services, and the CD-ROM disks — are available in libraries throughout the world. The Lenin State Library in Moscow, for example, has a subscription to *Resources in Education*.

Where Can Educators Obtain *RIE* Documents?

After searching the ERIC database and selecting relevant *RIE* abstracts, educators may view the complete documents using the microfiche collection located at any of more than 890 public-access sites worldwide, usually a university or public library. If, after viewing the document, a person wants to obtain a paper copy of the item, he or she can order it from the ERIC Document Reproduction Service (EDRS) located in Alexandria, Virginia. If an author does not permit ERIC to provide a paper copy of the document through EDRS, the document can be obtained directly from the author or producing organization. Information for obtaining a document from the original source is available in the *RIE* abstract record.

How Do Educators Use *RIE* Documents?

Teachers use *RIE* documents to provide additional lesson plans or activities for special teaching units. *RIE* documents help the local curriculum committees develop high-quality curricula that comply with revised state guidelines. Researchers use *RIE* documents to substantiate the need for pursuing a research question or to lend support to a hypothesis. Administrators use *RIE* documents to review policies from school systems across the nation and incorporate the information in a new local policy. Parents, a child's first educators, employ the database to find *RIE* documents that explain how computers are used in elementary social studies programs. Policy makers need *RIE* documents to survey recent literature before revising existing policy or issuing new directives.

How Does ERIC/ChESS Contribute to *RIE*?

Since 1986 ERIC/ChESS has contributed more than 2,600 documents to the database. Those documents were selected from among the 8,000 documents received by the Clearinghouse. The ERIC selection criteria help the staff continue to provide the educational community with the

(continued on page 2)

RIE: Document Depository Rich in Resources

(continued from page 1)

best documents available. Examples of the many discipline areas that ERIC/ChESS covers are history, geography, economics, civics, sociology, psychology, political science, anthropology, art, and music. Examples of topics in the domain of the Clearinghouse are equity, law-related education, bias and discrimination, and aging.

Documents useful to the education practitioner are of special interest to ERIC/ChESS. Lesson plans, student activities, study units, annotated bibliographies on selected topics, and curriculum guides are all examples of practitioner documents.

How Can Educators Become *RIE* Contributors to the ERIC Database?

Members of the education community can become contributors to the ERIC database by sending copies of their best work to the Clearinghouse: research papers, practitioner documents, conference papers, policy papers, annotated bibliographies, state department of education materials, reports of professional associations and organizations, and materials developed by local schools. ERIC/ChESS requests that contributors provide two copies of the document in a standard format on white or light colored paper and that the document be printed by a high quality typewriter and ribbon, or a letter-quality or laser printer, or be professionally typeset. Illustrations, charts, or graphs must not be taken from copyrighted material without obtaining prior clearance, and quoted sources must be cited adequately.

The ERIC database can continue to serve as the repository of the best educational literature available only if it receives from the education community quality documents that can be abstracted in *RIE*. ERIC is supported through tax dollars; so in a very real sense everyone has a stake in the database. The nation's educators need to share their ideas with the education community through the ERIC database. Send ERIC/ChESS the best ideas today; access the *RIE* abstracts tomorrow and locate the best efforts of others; and use those materials to prepare outstanding works in the future for ERIC and the education community.

Exemplary *RIE* Documents from the ERIC Database.

These *RIE* documents are cited in the ERIC database and available in paper and/or microfiche from the ERIC Document Reproduction Service, 3900 Wheeler Avenue, Alexandria, Virginia 22304-6409. The items typify the quality materials that are found in the ERIC database.

Aldridge, Ron, and Kenneth Townsend. *Hitler and the Holocaust: Senior High School U.S. History, World History, English.* Charlotte, NC: Charlotte-Mecklenburg Public Schools, 1987. ED 302 443.

Association of American Geographers, and National Council for Geographic Education. *Guidelines for Geographic Education: Elementary and Secondary Schools.* Washington, DC: The Association of American Geographers, 1984. ED 252 453.

Bradley Commission on History in the Schools. *Building a History Curriculum: Guidelines for Teaching History in Schools.* Washington, DC: Educational Excellence Network, 1988. SO 019 713. ED number will be assigned.

Crosby, Alfred W. *The Columbian Voyages, the Columbian Exchange, and Their Historians: Essays on Global and Comparative History.* Washington, DC: American Historical Association, 1987. ED 303 417.

Gagnon, Paul. *Democracy's Untold Story: What World History Textbooks Neglect.* Washington, DC: American Federation of Teachers, 1987. ED 357 591.

National Assessment of Educational Progress. *Civics: United States Government & Politics Objectives, 1988 Assessment.* Princeton, NJ: Educational Testing Service, 1987. ED 287 875.

National Governors' Association. Task Force on International Education. *America in Transition: The International Frontier: Report of the Task Force on International Education.* Washington, DC: National Governors' Association, 1989. SO 019 974. ED number will be assigned.

Walstad, William B. *Economic Literacy in the Schools.* New York: Joint Council on Economic Education, 1988. SO 020 244. ED number will be assigned.

Jane Henson is the Assistant Director of the ERIC Clearinghouse for Social Studies/Social Science Education. She is currently serving as Chair of the ERIC Technical Steering Committee.

ERIC is a valuable resource, but not the universal panacea for all researchers and practitioners.

ERIC
Sphinx or Golden Griffin?

MANUEL D. LOPEZ
State University of New York at Buffalo

You may not be aware that your colleagues and peers are "working smarter" by using ERIC in a variety of ways and for diverse purposes: On a personal level, they upgrade skills, learn new techniques, and enhance their professional development while remaining cognizant of current issues and changes in outlooks and emphases. On a professional level, ERIC is used to review and identify organizational priorities, develop comparative techniques to benefit from the solution of problems by others, and make the user aware of such problems before the damage is done; determine regional and national trends; and assist in research decisions and in the writing of grants applications. ERIC has been serving elementary and secondary school teachers, librarians, school board members, college students, educational administrators at every level, teacher union officials, and officers and members of the PTA and other educational organizations, as well as individuals in a wide variety of professions and academic disciplines for nearly 25 years. Consequently, the ignorance and confusion about ERIC – its scope, purposes, and functions – are difficult to understand. Yet Tauber (1985b: 213) summarizes the situation, "Surveys of classroom teachers and students training to be teachers reveal that one of the best international databases

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available, Educational Resources Information Center (ERIC), is too often overlooked as a source of information."

HISTORY

While detailed histories and summarizing discussions exist (Brandhorst, 1986a; Burchinal, 1983; Hoover and Brandhorst, 1982; Trester, 1979), it is useful to review the development of ERIC. In 1966, the Educational Research Information Center was created to "capture" and provide bibliographic control and access to the research and project reports funded by the Office of Education. In 1967 the word "Research" in the title was changed to "Resources," reflecting a shift to a wider scope – curricula, instruction guides, conference proceedings, dissertations, syllabi, tests, questionnaires, and various types of studies, as well as the other fugitive literature created by educators for the use of educators in an educational context – and an expanded audience: all those who participate in the educational process. Unfortunately, as Burchinal (1983: 57) points out, "ERIC has never completely overcome the impression that it only serves the research community, despite the Fry and King usage data"; this in spite of the fact that while research documents constitute the largest single category, they are numerically a minority. Consistent with its mandate to disseminate as widely as possible and at the lowest possible cost, ERIC has produced abstracting journals, online access, specialized bibliographies, and information/analysis publications (Brandhorst, 1986a). One of its best known products is the Current Index to Journals in Education (CIJE). Started in 1969, it covered 211 journals and cited 1,118 articles. By 1971 CIJE cited about the same number of articles as documents abstracted in Resources in Education (RIE), but since 1972 CIJE has surpassed the number of RIE documents indexed and is likely to remain the foremost service/product of the ERIC system, now indexing some 780 journals.

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ORGANIZATION

Like the elephant examined by five blind men, the distortions and misconceptions concerning ERIC's organization and functions are, in part, a result of its unusual composition and the general lack of an overall perspective on the part of commentators. Briefly, ERIC is a "colony" of governmental and nongovernmental components that include both profit and nonprofit organizations. Central or Federal ERIC functions as an editorial and a computing facility with responsibility for policy formation, administration, management, and funding activities, as well as overseeing the operations of the Clearinghouses and the support contractors.

The Clearinghouses, now 16, are contracted out to academic institutions, educational organizations, or professional associations that have a particular interest or expertise in a discipline. Their responsibilities are to solicit and identify materials from as many sources as possible; to acquire, evaluate, catalog, index, and abstract such educational and related documents. They also index and abstract those periodicals and serial publications within their contracted sphere of interest. The Clearinghouses can be categorized into three groups: those concerned with a level of education (e.g., higher education), a discipline (e.g., social studies, reading), or problem orientation (e.g., urban education, the handicapped and gifted). The Clearinghouses not only seek material from specific communities but also generate newsletters, bibliographies, literature reviews, interpretations and summaries of research, state-of-the-art reports, and so on to return to the educational community at large the results of their efforts. Exhibits, demonstrations, columns and articles in professional journals, and contacts with the relevant professional organizations are part of their continuous public relations and educational programs.

As one of the first generation of the major databases, "Studies have shown that ERIC is the fourth most used bibliographic database in the U.S. ranking behind LEWIS (Legal Data), CAS

(Chemical Data), and MEDLINE (Medical Data)" (Brandhorst and Eustace, 1986: ii). Connolly (1982) describes the information needs of teachers, students, and administrators in rural areas and how they are met by ERIC, illustrating the theory in successful practice. Some statistics may provide another perspective concerning ERIC usage. Annually, there are 2.7 million uses of ERIC, with more than 30 million bibliographic records provided to clients (Heinmiller, 1981: 6-9). Database service was available at over 700 locations while Clearinghouses and Central ERIC responded to over 100,000 telephone and written inquiries (Brandhorst, 1986b). It has been estimated that some 250,000 computer searches are made of the ERIC database annually (Office of Educational Research and Improvement, 1988a). ERIC itself is available at 3,269 different locations in the United States, and some 780 organizations have complete ERIC microfiche collections with current subscriptions to EDRS. There are also 90 foreign subscribers. In all, 20% of the 4,000 subscribers to RIE are foreign institutions and individuals, while there are 2,000 subscribers to CIJE (Burchinal, 1983). The ERIC Fact Sheet (Office of Educational Research and Improvement, 1988a) also provides additional and impressive figures which indicate that ERIC is an unqualified success, though the reality of the situation seems to be otherwise. ERIC attempts "to serve all levels of users including the researchers in the laboratory, the administrator in the office, and the teacher in the classroom," (Hoover and Brandhorst, 1982: 8), but Tauber (1985b: 218) points out, "ERIC can turn the problem of too little information available to make a decision into one of too much information being available." Mecagni (1984) concurs, "But ERIC's strength (comprehensiveness) is also its weakness (overwhelming). Finding information in ERIC has become an art form practiced by university libraries and librarians. As a result most teachers do not use ERIC."

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CRITICISMS

Even after 25 years of service and public education efforts, ERIC suffers from problems of perception. Recently, a 13-member panel of college and school administrators, appointed by Chester E. Finn, Jr., the Department of Education's Assistant Secretary for Educational Research and Improvement, criticized ERIC for being a "closed club" (*Chronicle of Higher Education,* 1986: 18), used primarily by scholars; the technical reports, research papers, and speeches not being of interest to the general public. The panel complained that most of the information was stored in computers, and therefore difficult for most people to use, and the computers were in libraries not used by a wide range of people. These administrators advocated that the ERIC system should include government reports, journal articles, and published studies that would interest parents, journalists, and state and local policymakers, and that such information should be made available in a wide range of formats and methods of distribution. This panel observed, "ERIC is more like a well stocked warehouse of exotic garments than a mass retailer to the millions who need and want the educational equivalents of shirts and socks as well as an occasional feather boa." Such statements revive memories of the comments made by the Department of Education's Publications and Audio Visual Council and the Publications Review Board, (U.S. Congress, 1986: 30), "The testimony of the PAVAC chair and PRB chair indicated that they were not knowledgeable about availability of ERIC, and were making decisions about dissemination in ERIC on the basis of inaccurate information and assumptions."

TIME LAG

Educational historians lament the lack of retrospective acquisitions in ERIC. True, the bibliographic references in the

items available since 1966 provide citations to materials published before ERIC began, but many of them are difficult to obtain, and there is a vast body of information that cannot be manipulated, searched, or obtained using ERIC products and services. Not infrequently, the neophyte researcher limits his literature search to ERIC and, as a consequence, conclusions are based upon hypotheses distorted because only part of the data are available, that is, an educational practice that is standard and conventional in the 1970s may have been innovative and daring in the 1950s.

Another "time" complaint is the amount of time required for documents to appear in RIE. Jung and Kirst (1986: 81-82) comment on their ERIC search, "The limitations of this search stem largely from the extended lag time between the findings of empirical investigations in this area [Federal government role in education] and the reporting of findings from these studies in the professional publications." In response to an inquiry concerning the time necessary to process ERIC documents, Ted Brandhorst, Director of the ERIC Processing and Reference Facility, explains that different Clearinghouses perform their functions of acquisitions, evaluation, cataloging, indexing, and obtaining permission from the author to reproduce at different rates. "In summary, the absolute best a document could do from acquisition to announcement would be 2 months. Average time is probably more like 3-4 months. Different documents (e.g., ones where you can't find the author) could take even longer." (Brandhorst, 1988, personal communication). He also explains that while journals don't require the same processing steps, "the processing time is dependent primarily in getting the journal from the publisher." It should be noted here that ERIC receives, by formal agreement with organizations, only about half of its documents. Individuals, associations, and so on submit the remainder and are not under any time constraints as to when they do so.

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CLEARINGHOUSES

Within the ERIC configuration, the Clearinghouses have a pivotal role involving the creditability of the total system as well as its particular audience. Recently, the National Council of Teachers of English, which operated the Clearinghouse on Reading and Communication Skills since 1972, lost its contract but leveled charges against Finn and had complaints concerning the contract competition (*Chronicle of Higher Education,* 1988b: A28). External criticism came from the National Center for Fair and Open Testing, which charged that the Educational Testing Service, operator of the Clearinghouse on Tests, Measurements and Evaluation, had a conflict of interest and was using the Clearinghouse to further its own objectives (*Phi Delta Kappan,* 1986: 255-256). ETS lost its contract, which was awarded to the American Institute of Research (*Chronicle of Higher Education,* 1988a: A18)

ACQUISITION POLICY

While such matters seldom interest the individual teacher, student, or researcher, they are often involved in the continuous and ongoing controversy concerning the acquisitions and quality of ERIC documents. ERIC's national network of formal agreements and contracts attempts to obtain "copies of all significant educational documents in the U.S." (Hoover and Brandhorst, 1982: 9). Unsolicited submissions (Heinmiller, 1982: 6; Barnett, 1983: 110) account for the rest. These methods are condemned by ERIC critics as an indication of poor quality and are justified by ERIC supporters with the argument that a high standard of selection requires an extensive collection program (Tauber, 1985a). While not every item is accepted, a number of issues contribute to the dissatisfactions, such as inadequate quality controls "resulting in the appearance of an unacceptably high proportion of trivia or ephemeral items" (Hounsell et al., 1977: 2). Tabulated data for 1977

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through 1979 indicate that nearly 35,000 items were acquired annually, the Clearinghouses accepting about 16,000 or 46% per year (Burchinal, 1983: 52). Paisley (1980: 3) makes the point, "The fact that the ERIC database was unrefereed offended documentalists, but criteria of scientific merit are hard to apply to typical ERIC documents such as state curriculum guides and locally developed teaching materials. A field oriented database has not only 'something for everybody' but also 'something *from* everybody'."

A survey of the internal Clearinghouse mechanisms (Tauber, 1985a; Sellen and Tauber, 1984) examined the acceptance rate, the criteria, and the evaluators' qualifications. Ranging between 30% and 85%, the average acceptance rate was 50%. The standing arrangements with professional organizations (technically, the document submitted had already survived organizational evaluation and review) was the explanation for the Clearinghouse on Higher Education's acceptance rate of 85%.

Clearinghouse evaluators, according to the survey, in most cases had Ph.D.s in their fields, 15 years ERIC experience, a national reputation, and often served as referees or were members of the editorial board of one or more professional journals. Question: Do the evaluators of the documents submitted and accepted by professional organizations and then forwarded to the Clearinghouse on Higher Education have these qualifications?

Documents, according to Burchinal (1983), are rejected for being beyond scope, duplicates, of poor quality, and below standards for microfilming. The selection criteria include contributions to knowledge, relevance, newness, effectiveness of presentation, innovativeness, thoroughness of reporting, relation to current priorities, authority of source, timeliness, comprehensiveness, intended audience, and significance (Brandhorst et al., 1980). Tauber (1985a: 51) observes, "There seems to be little recognizable difference between the criteria used by Clearinghouses for RIE publications and the criteria used for traditional scholarly journals," but he retreats

from this position with this statement: "The ERIC review process described in the article suggests that they [ERIC documents] should carry weight at least equivalent to conference papers for recognized national and state conferences." He does not explain why they should not have the same weight as "traditional scholarly journals."

While committees on appointment, promotion, and tenure, and department chairs attempt to resolve the question of how much "weight" or value to assign to "published" ERIC documents, Tauber (1985a: 50) states the basic problem: "ERIC is still perceived as a system which accepts and disseminates anything and everything submitted to it." However, Vockell and Asher (1974: 250) assert that there is "considerable evidence" that ERIC'S output is of poor quality, and that their study "raises questions regarding the utility of rapid dissemination without appropriate quality control."

Another problem associated with the quality of RIE documents was delineated. "Research Specialists" and "Decision Makers" were asked to evaluate the same RIE documents. The former's rejections were based on "poor design and educational triviality" (Vockell and Asher, 1974: 253-254), and recommended rewrites when the design was unclear, the report was too long, or the analysis was incomplete. The latter were clear about rejection or revision; poor design was the basis for both recommendations with complexity and extremes of technicalities resulting in the decision for revision.

Those were not reasons cited by the Research Specialists: "Many of the Decision Maker's reasons for revision focused on making the report more meaningful and useful in practical situations" (Vockell and Asher, 1974: 256). A total of 11 documents accepted by the Decision Makers were rejected by the Research Specialists for more than minor flaws. Obviously, who is going to use the document and for what purposes determine its "validity" and value to the inquirer.

The lack of a readily accessible explanation of the scope of ERIC's acquisitions policies is also a general problem, as

indicated in the Hartman and Lopez (1988) survey of dissertation coverage by online databases including ERIC. What is selected, on what basis, and when a particular category of publication was added to the ERIC information base are all reasonable questions. According to Brandhorst (1986, personal communication) dissertations, for example, have been included in ERIC since 1974 if the granting institution does not participate in Dissertations International or the dissertation is of "special importance" and may be included even if it is going to be listed in Dissertation Abstracts International. Also, foreign dissertations may be included only when they are in English and are "exemplary." Such information is available in the ERIC Processing Manual, but users would be better served if such information were made available in one of ERIC's more accessible periodic publications.

INDEXING

There is considerable literature devoted to another problem area of ERIC. Foskett (Hounsell et al., 1977: 2) criticized the indexing system for being unstructured and inconsistent, owing to inadequate definitions of terms, whereas Seiser (1987) pointed out the ambiguous divisions between indexing terms and suggested the use of grade- and student levels to increase precision. Fox et al.'s (1978: 18) analysis of the sixth edition of the *ERIC Thesaurus* found fault with the length of the introductory notes, was confused by the system of indentations in the hierarchical display, and felt the bibliography was "marred by a misleading method of indicating the hierarchy of government departments." He did like the rotated descriptor display, but in his evaluation and comparisons of the fifth, sixth, and seventh editions of the Thesaurus he found problems concerning sports terms; descriptors related to environment, religion, and political ideology; and lack of definitions for "adults" and the various stages of childhood. Consequently, the conclusion was that the Thesaurus included a "seemingly arbi-

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trary and haphazard choice of descriptors" (Fox et al. 1978: 27), and because of trivial and meaningless (out of context) descriptors, multiword descriptors taken to the extreme (information seeking, nonfarm youth), and the use of synonyms (jobs, occupations, teaching methods, teaching practices), he "became rather uneasy as to the reliability of coverage (Fox et al., 1978: 25). Other complaints included the lack of scope notes, the use of scope notes that were "erratic," an inadequate use of parenthetical qualifiers for descriptors, and a lack of British equivalents for American spellings and school-age levels. While the original intent of the study was admittedly hypercritical, it is conceded that the Thesaurus is "actually very easy to use once its idiosyncrasies have been understood" (Fox et al., 1978: 30).

Greaves (1978: 10) voices the reason for another dissatisfaction, "Many of the terms given in the ERIC bibliographic record are analytical in that they apply to part of the document only, but give additional subject approaches for the searchers. Too many analytical terms in systems of this type, without some kind of links or roles, may result in recall of too many marginally relevant or irrelevant documents." Studies of the Library of Congress subject headings assigned to books indicate a range, depending on the topic, of averages of 1.3 reported by McClure (1976: 10), the 1.4 reported by O'Neill and Aluri (1981: 70), to the 1.54 determined by McCallum and Godwin (1981: 196), with the high average of 2.2 calculated by Knutson (1986: 45). In contrast, Barnett (1983: 114) and Seiser (1987: 76) and the *ERIC Processing Manual* (Brandhorst et al., 1980) report that an average of 11 descriptors (or subject headings) are assigned to each ERIC document, but only up to six major descriptors are given to one document. The minor descriptors do not appear in the printed subject indexes of CIJE and RIE, but *are* operative during online and CD-ROM searches. Summers (1985: 8) notes that "an average of nine descriptors are assigned to each article." As the average CIJE or RIE publication is considerably shorter than the average book, Greaves's

observations explain the source of the researcher's frustration with the high percentage of citations that are both expensive and essentially worthless in terms of information. Barnett (1983: 120) explains, "All indexable concepts are assigned descriptors" and lists the common types of indexable information. While ERIC indexing rules and procedures are explained and codified in the *ERIC Processing Manual* (Brandhorst et al., 1980) and in the *Indexing ERIC Processing Manual* (Brandhorst and Houston, 1980), there are essentially two basic indexing rules: Index only what is in the document and index at the level of specificity of the document (McLaughlin, 1987: Seiser, 1987). The major descriptors characterize the main focus of the document while the minor descriptors reflect the less important points or supplementary concepts. Consequently, an exhaustive search on a broad topic (e.g., Secondary Education) requires that each of the narrower levels also be included in the search, in this case, Junior High Schools, High Schools, and High School Equivalency Programs. Barnett (1983: 140) maintains that for ERIC "effective retrieval remains the objective." But there are some problems unique to ERIC: a diverse clientele, coverage of a wide range of specialties and subject fields, and the retrieval techniques for both the manual and computerized systems. Also, the terminology of the social sciences lacks precision: Different terms have almost the same meanings (continuing education, adult education, lifelong learning), social awareness decrees that a term is outmoded (handicapped/disabled; Negro/Black), new words replace older ones (socially deprived/poor), other words and concepts are created (burnout), or standard words or phrases take on new meanings. Jargon and synonyms contribute to the confusion.

Another indexing problem is the indexable information/concepts not codified in the *ERIC Thesaurus*—words and phrases used for geographic locations, personal names, organization, test/programs, specific legislation, and other concepts. With the number of Clearinghouses (16 now) and the lack of

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control these "identifiers" proliferated and, for example, it was possible to have many forms of citation for the same item of legislation.

ERIC THESAURUS

By 1976, there were 216,000 identifiers and some 4,500 "miscellaneous ones" (Barnett, 1983: 137) which lacked the structure and control the *ERIC Thesaurus* provided for the descriptors. The main section of the Thesaurus provides an alphabetic listing of the descriptors, the scope notes, the date a particular descriptor was added to the Thesaurus, the number of postings (how many articles or documents have had this particular descriptor assigned to it), the Descriptor group number, the Used For references, list of Narrow Terms (NT), Broader Terms (BT), and Related Terms (RT). Parenthetical qualifiers discriminate between possibly confusing terms, that is, Letters (alphabet) and Letters (Correspondence).

The second format in the Thesaurus is the Rotated Descriptor Display (RDD), which provides an alphabetic listing of all the words found in the descriptors or in their USE references. For example,

Learning Laboratories
Language Learning Levels
Lifelong Learning
Mastery Learning

The RDD is useful for quickly determining the usage of a particular word and for identifying related terms/concepts often widely separated in the alphabetical section.

The third section of the Thesaurus is the Hierarchical Display, which provides the "generic trees" for each descriptor, including the broader and narrower relationships of all indexable Thesaurus terms. The Introduction of the Thesaurus includes a very clear explanation of the organization and functions of all three sections.

The Thesaurus provided the consistency and guidelines for the descriptors that the identifiers lacked, but it was not without its critics. In 1977, in response to those critics, it was decided to revise the Thesaurus completely: "an unprecedented effort for an established, ongoing information system" (Barnett, 1986: xi), which took the form of the Vocabulary Improvement Project (Barnett, 1983: 138-139) and resulted in similar control being sought for the identifiers. The Identifier Authority List (IAL), for purposes of consistency in indexing and searching, was first published in 1980 with 26,500 terms. Created by the Clearinghouses assigned to work on particular categories of identifiers—to verify names/titles, merge or combine similar types, and standardize formats—it was an alphabetic listing of preferred identifiers with postings and some scope notes. New identifiers can be added to the IAL, but now there are ERIC systemwide rules and guidelines.

INTERNATIONAL ASPECTS

ERIC'S international status is not based on its content, as foreign publications constitute only 2-3% of the collection, and those are primarily from Australia, Canada, and the United Kingdom (Ely, 1985: 9), with some from international organizations such as UNESCO, Council of Europe, World Health Organization, World Confederation of Organizations of Teaching Professions, International Federation of Library Associations, and so on. Rather, it is its use by satisfied foreign subscribers that accounts for its multinational reputation. In 1984, 57 countries subscribed to RIE, there were subscriptions to CIJE in 50 countries, and the ERIC documents collection on microfiche was available in 23 countries. Sellen and Tauber (1984: 26) state that 5,000 individuals or organizations in 60 countries subscribed to RIE, which supports Burchinal's (1983: 43) observation, "Today ERIC is the major national and international educational information and document retrieval

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system," and as such, according to Ely (1985), has served as a model for the European Documentation and Information System, the Ontario Educational Research Information System, and the Australian Education Index Database. Greaves (1978) lists several reasons for ERIC's international importance: Educationally parallel situations exist in other countries, in many countries educational research is not as extensive as in the United States, and the comparative aspects of education has made the international exchange of educational research increasingly important. Tauber (1985b: 215) concurs and stresses the value of ERIC internationally, and points out that CIJE indexes a number of British educational journals. As Burchinal (1983: 51) notes, "Unintentionally, ERIC has become a significant channel for the international dissemination of American educational philosophy and practice, which can only be in our national interest" and "contributors are offered an international system by which to disseminate ideas" (Tauber, 1985a: 51)

COMPARATIVE STUDIES

The international status of ERIC sometimes results in overlooking or questioning the necessity of using another education-related information system, particularly in the areas of cross-cultural and/or comparative research. Middleton and Di'Orio (1984) analyzed the redundancy between ERIC and the Australian Education Index (AEI) and between AEI and the Australian Public Affairs Information Service (APAIS), noting that because of ERIC's low coverage of Australian materials and the fact that neither AEI nor APAIS has educational comprehensiveness, searches in both AEI and APAIS would be necessary for high recall.

Julian's (1978) study provides another English perspective on ERIC and the *Education Index* with the conclusion that although both systems had their strengths and weaknesses, "it

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has been both interesting to note that in many cases the subject headings approach is much more precise than the Thesaurus, yet the Thesaurus has the advantage of the display of structure in one glance." (Julian, 1978: 48)

Another study compared the terms used in four educational retrieval systems (Greaves, 1978). ERIC and UNESCO: IBE had the greatest similarities, second was EUDISED and UNESCO: IBE, while BNB (PRECIS) and EUDISED were least similar. EUDISED was least like any of the other three. These differences were attributed to arbitrary differences (learning disorders, learning disabilities, learning difficulties), specificity of terms, and differences of scope. Compound terms were used by one system (Deaf Children) while another used a single word (Deaf). National and cultural terms are a source of problems because they often have no equivalents. ERIC and BNB: PRECIS included national terms but the others did not. Different spellings and different terms for the same concept also were obstacles.

Library Science and Information Abstracts, an English publication, was compared with ERIC in a study done at Drexel University (La Borie and Halperin, 1981). When either database was searched first it produced two-thirds of the relevant citations, the remaining third was produced by the other database. The final recommendation of this study, considering that ERIC costs are about half of LISA's, was that "ERIC is the preferred database when an exhaustive search is not required." (La Borie and Halperin, 1981: 32).

More recent research on these two systems emphasized the terms used to index documents/articles. Calculating the average and mean number of terms assigned by ERIC and LISA, Sievert and Verbeck (1987: 100) conclude, "The wider range between the maximum and minimum in LISA is additional evidence that there is greater disparity in the number of terms assigned than in ERIC." It should be noted that ERIC, the more general system, in comparison, performed quite well indeed.

Psychological Abstracts, another specialized resource relevant to the educational community, was studied in relation to ERIC. It was determined that of the journals they indexed, one-fourth were covered by both of these indexing services, but the results of an online search would not necessarily reflect the overlap. "Differences in selectivity of coverage, topics of the search, indexing practices of the two databases, differences in full coverage, or lack of abstracts in many citations in CIJE would affect search results considerably." (Caldwell and Ellingson, 1979: 63-64)

Such comparative studies are more than just interesting theoretical exercises. Databases proliferate and overlap disciplines. Being online or on a CD-ROM, they appear to offer easy access and comprehensiveness, but in reality they create very practical problems for the student, the practitioner, and the scholar who generally bear the costs. How do you select the most appropriate database for your needs? Which one will give you the most for the money? How much duplication will be necessary for comprehensiveness? Should I do the search myself or have an information specialist/librarian do it?

CONCLUSION

In his analysis of the British Education Index, Hounsell (1982: 32) lists the following factors to be considered in the evaluation of a retrieval system: the inquirer's experience in bibliographic research, prior knowledge of the subject, the structure and sophistication of the inquiry, the objectives of the search, and the researcher's confidence in using the materials obtained. "In other words, whether a research collection is useful depends as much on the user as it does on the collection" and "However, positive results seem to require a strong, thoughtful, judgemental, integrative user willing to investigate and extend the product of research collection" (Jackson, 1986: 10). Specific recommendations echo that position. Reese

and Steffey (1987: 52) state, "We feel the technology enhances the printed indexes, but should not be viewed as an absolute end. Reference staff must make sure patrons use all reference tools available, not just the computerized ones." Tauber (1985b: 222) advises that all educators should be able to do complete and extensive literature searches, not just those with the funds and access to computerized indexes, "Teacher-educators should first make sure their preservice and inservice teachers can do hand searches before any thought is given to computer searches." His point is illustrated by Fox et al.'s (1978: 14) comparison of two searches of the British Education Index. The online search took only three minutes, whereas the manual search on the same topic required 24 minutes, however, it provided seven additional citations.

ERIC, like any other aid or tool, is most effective only when the user is completely aware of its limitations and strengths and does not naively expect it to compensate for a lack of planning, thoroughness, and intelligent effort. Obviously, the Sphinx doesn't necessarily provide all the answers nor does the Griffin guard only one treasure.

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CIJE SOURCE JOURNAL INDEX UPDATE
FOR FEB90

Name Changes

EC Pointer to Preventing School Failure

Journal Additions

EA Curriculum and Teaching
CS ALAN Review
CS Computers and Composition
CS Forum for Reading
CS Journal of Business and Technical Communication
CS Journal of Memory and Language
CS Journal of Technical Writing and Communication
CS Management Communication Quarterly
CS Pre/Text: An International Journal of Rhetoric
CS The Writing Notebook: Creative Word Processing in the Classroom
IR Government Publication Review
IR Performance Improvement Quarterly
PS Dimensions

Journal Deletions

EA Curriculum Inquiry
CS The Clearinghouse (for the Contemporary Educator in Middle and Secondary Schools)
CS Horn Book Magazine
CS Illinois School Research and Development
CS Perspectives on Dyslexia
CS Feedback
CS Human Factors
IR Australian Library Journal

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CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	85	21	8	85
CG	152	13	13	152
CS	203	21	15	203
EA	74	9	9	74
EC	117	9	40	117
EL	57	8	0	57
HE	152	19	6	152
IR	129	20	2	129
JC	22	4	0	22
PS	55	3	0	55
RC	44	7	7	44
SE	96	12	0	96
SO	144	24	0	144
SP	98	10	0	98
TM	74	14	0	74
UD	53	6	0	53
GRAND TOTALS	1555	200	100	1555

920

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EAB ERIC ADMINISTRATIVE BULLETIN

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19. CIJE Source Journal Index Update (April 1990)

The ERIC Administrative Bulletin (EAB) is prepared by the ERIC Processing and Reference Facility on the basis of material submitted by all components of the ERIC system. EAB articles are reviewed and approved by Central ERIC before publication.

The EAB is intended to be the "journal" of the ERIC system and a major means for the decentralized components of ERIC to communicate and interact with one another. The EAB is also a permanent record reflecting most of the major events in the life of the ERIC system (such as personnel changes, Standing Order Customer changes, etc.) and providing in printed form essential documents (such as ERIC policy/priority statements, Clearinghouse scope statement modifications, ERIC Processing Manual revisions, etc.). Submissions to the EAB are to be sent (using the standard form) to your respective monitor.

OERI/IS NEWS

IS MANAGEMENT REARRANGEMENT

On January 18, 1990, Sharon Horn announced a management rearrangement within IS. Art Sheekey (Acting Director of the Education Information Resources Division) has been detailed to head a special IS Dissemination Task Force. Bob Stonehill is named Acting Director of EIRD (as well as Acting Branch Chief, Research Library Branch). Pat Coulter becomes Acting Branch Chief, ERIC. A copy of Ms. Horn's announcement appears as **Attachment 1.**

...Kevin Arundel (CERIC)

IS GOALS AND PRIORITIES FOR NEXT SIX MONTHS

The new Assistant Secretary, Christopher Cross, recently requested all OERI Program Directors to report to him on their specific missions and how these are linked to administration and agency priorities.

Sharon Horn's response, covering IS, concentrates on selected new initiatives rather than the core functions with which the Assistant Secretary is already familiar. (See **Attachment 2.**)

...Kevin Arundel (CERIC)

STATE OF THE UNION: NATIONAL EDUCATION GOALS

At the historic Education Summit meeting of the President with the State Governors, that took place in Charlottesville, Virginia in late 1989, a set of six National Education Goals were announced. A copy of the White House press materials covering these goals is provided here as **Attachment 3**, together with an OERI memo detailing specific telephone numbers for handling public inquiries about the goals and elaborating on certain statistics cited in these goals.

...Kevin Arundel (CERIC)

CENTRAL ERIC NEWS

MONTHLY STATISTICAL REPORT

The question is..."*what do we do with the statistics we collect every month.*" Go ahead---say what you think---go ahead, I can take it!

Well...here is the truth! As you know, we use the statistics at the end of the year for the *ERIC Annual Report*. But we also use them throughout the year. We receive requests for quantitative information about the ERIC system regularly. Requests come in the form of direct questions such as *"How many Digests has ERIC produced so far this year?"* or the data may be used in writing budget justifications, task orders, prospectuses, control correspondence, etc. In addition, the monitors use the statistics to evaluate the progress a Clearinghouse is making towards the goals for that particular year.

Before we regularly collected statistics, the monitors were contacting the Clearinghouse for statistical information every time we received a request or needed it for a management report. Those requests always seemed to come at the busiest times and often became a burden on the Clearinghouses. That's why we developed a more systematic approach to statistical collection.

P.S. Beginning in 1990, stats will be kept monthly, but will only be sent (via your monitor) on a quarterly basis with your quarterly narrative report.

P.P.S. The very latest version of the definitions for each field requested in the Monthly Statistical Report is provided as **Attachment 4.**

...Nancy Krekeler (CERIC)

JOURNALS TO BE SURVEYED

Central ERIC is expanding its survey of journal editors to determine their position concerning the publishing of articles that are based on documents that have been announced in RIE. The revised survey letter and the expanded list of journals to be surveyed appears as **Attachment 5.**

...Nancy Krekeler (CERIC)

COMPACT ERIC AND ERIC SCHOOLDISC– BASIC ASSUMPTIONS AND SELECTION CRITERIA (DRAFTS)

Draft basic assumptions and selection criteria have been prepared by Central ERIC (see **Attachment 6**) covering the two CD-ROM products currently under discussion with UMI.

Suggestions and reactions to these drafts should be sent to Central ERIC (Sue Klein) as soon as possible.

Note that document size and currency have been built into the criteria. Please keep in mind that the final selection criteria should be "practical" in the sense that Clearinghouses should be able to use them to make firm, consistent (across different decisionmakers) decisions as to which documents and journals in the ERIC database they would recommend for inclusion in these two products.

...Sue Klein (Central ERIC)

EDRS NEWS

PRICE INCREASE (JANUARY 1990)

EDRS has been granted a small 1.6% price increase for 1990. The new prices for all categories of fiche and paper copy blowback are shown in the table below.

While the prices were effective immediately, it takes some time to get the word out and the new order forms prepared. During the transition period, we typically honor orders coming in under the old prices.

...Vic Fortin (EDRS)

SPECIAL ANNOUNCEMENT
ERIC Document Reproduction Service (EDRS)
Granted Price Increase
(Effective January 1, 1990)

EDRS has been granted an across the board price increase of 1.6% for all products, based on increases in labor and materials costs.

The new prices are:

1. Standing Order MF Subscriptions	
Diazo Fiche	$0.092/fiche
Silver Halide Fiche	$0.188/fiche
2. Backfile Collection MF (1966-1989)	
Diazo/Vesicular (Mixed)	$0.086/fiche
3. On-Demand Paper Copy Reproduction	
1-5 MF (98%) of titles)	$0.86/title
Each MF additional	$0.17
4. On-Demand Paper Copy Reproduction	
Each 25-page increment	$2.03

EDRS order forms are being revised immediately to reflect the new prices. Other ERIC brochures and information materials will reflect the new prices as they are revised.

NEW EDRS ORDER FORM

Attachment 7 provides a reproducible copy of the new EDRS Order Form (dated February 12, 1990). This form incorporates the 1990 price increase granted by OERI, the new USPS/UPS rates, the many new ways of ordering documents (including FAX), and numerous recommendations for improvement of the form. Copies have been sent to all ERIC Clearinghouses. Additional copies are available from EDRS, as needed.

...Vic Fortin (EDRS)

MORE ON FENCO MICROFICHE FILE CABINETS

EDRS has previously offered microfiche file cabinets to the ERIC system components. We now have a more detailed catalog showing the various FENCO microfiche storage system products and it is displayed here as **Attachment 8**.

In order to give you some prices, we are also repeating the EDRS flyer that made the original announcement.

...Vic Fortin (EDRS)

MOST POPULAR TITLES (ON-DEMAND) IN 1989 (INCLUDING, FOR ONE TITLE, A COMPARISON OF DISTRIBUTIONS FROM ALL SOURCES, INCLUDING ERIC)

Nancy Krekeler of Central ERIC has put together a short list (see below) of the 10 most popular titles (on-demand) in 1989 from EDRS. The list was used in connection with Nancy's presentation to the Lab and Center Project Officers.

Furthermore, Nancy took one title (#9 on the list) and analyzed its distributions from all sources, in order to compare these data with the ERIC data. The motivation for such analysis is hopefully to demonstrate that EDRS distributions do not materially affect publisher sales.

...Vic Fortin (EDRS)

10 MOST POPULAR

No.	Sold	Title
1.	153	What Works Research About Teaching and Learning, 2nd Ed.
2.	110	The Cookbook = Manual de Cocina
3.	110	Food Service Technical Terms, English-Spanish Lexicon
4.	91	Organizing and Managing the Elementary School Classroom
5.	57	Educational Planning for the Gifted, Overcoming Cultural, Geographic and Socioeconomic Barriers
6.	50	Day Care Personnel Management
7.	49	The Impact on Children's Education: Television's Influence on Cognitive Development. Working Paper #2
8.	44	Learning Styles: Implications for Improving Educational Practices
9.	43	The Intern Teacher Casebook
10.	43	Schools That Work: Educating Disadvantaged Children

The Intern Teacher Casebook

Cost	#Sold	Sources of Distribution
$10.50	588	PS
$ 8.50	534	EA
$ 8.00	2,250	Far West Regional Educational Laboratory
$10.00	43-PC	EDRS
.85	3-MF	EDRS
	820-SO	EDRS

PC: Paper Copy;
MF: Microfiche;
SO: Standing Order Customers (Libraries)

(Sales through December 31, 1989)

ERIC FACILITY NEWS

NEW READY REFERENCES

The start of a new year typically requires us to update several of the ERIC Ready References. As these are completed, we will, of course, distribute stock to the Clearinghouses. The revised versions will also be published in the EAB in order to remind readers of the revised product.

The first two appear as **Attachment 9**.

#5 ERIC Price Codes
#7 ERIC Fact Sheet

The new prices in #5 match up with the new EDRS price increase.

...Ted Brandhorst (ERIC Facility)

CREN/BITNET RESPONSE

The ERIC Facility recently made an approach to the Corporation for Research and Educational Networking (CREN), the new manager of the BITNET network. The objective was to see what would be involved administratively and cost-wise for all the ERIC components to be granted access to BITNET. As it turns out, virtually all the university-based Clearinghouses (11) already have access via their host institutions, but the other components (Facility, Oryx, Access ERIC, EC, FL, RC, SP, TM) do not.

The CREN response is given as **Attachment 10**. Central ERIC plans to visit CREN and discuss the options. It would not be feasible for Central ERIC to fund full membership fees for the eight components without access listed above, but we are hopeful that something more economical might be worked out.

...Kevin Arundel (Central ERIC)

NEW ERIC TELEPHONE DIRECTORY IN PROGRESS

Elizabeth Pugh is working on a new 1990 edition of the *ERIC Telephone Directory*. It will be printed sometime in March. Requests for Clearinghouse data and information have already gone out and responses have been received in most cases.

The new *Directory* will list the three new "Adjuncts" and will incorporate all changes (staff, title, telephone number, work schedule, and specialty) that have been sent us.

Because the Facility has recently changed floors and telephone numbers, we are enclosing here (**Attachment 11**) the revised page for the ERIC Facility.

...Elizabeth Pugh (ERIC Facility)

ACCESSION NUMBER PROBLEM IN CIJE OCTOBER 1989

A variance between the tape used to produce the printed CIJE for October 1989 and the tape sent to the ERIC Facility for addition to the Master Files has resulted in 195 accessions having a different EJ number on the tape (and hence on the online and CD-ROM products) than they have in the printed issue.

The problem begins with EJ 391 095 and extends through EJ-391 289. The numbers are off by one. For example, EJ 391 095 in the printed product is really EJ 391 096 on the Master File, and so on, with the exception of the last number in the printed sequence, EJ 391 289, which is really EJ 391 095 on the Master file. A detailed errata has been prepared by Oryx Press for binding in with the October 1989 issue.

This is believed to be the first time this problem has occurred in the history of CIJE. It has pointed up the absolute need for the tape that is used to print the issue to be *identical* to the tape used to update the ERIC Master Files.

...Pat Brown (ERIC Facility)

ACCESS ERIC NEWS

ACCESS ERIC has completed its first 9 months of existence and has achieved a solid record of accomplishment during this relatively short period.

A variety of materials is provided here to document these accomplishments (see **Attachments 12A-F**):

- Notes from the first meeting of the National Advisory Board Meeting (September 27, 1989)
- *The ERIC Review* Dissemination Plan
- The *ERIC Conference Calendar* Dissemination Plan. (This product has been produced and distributed.)
- "Conclusion Brochures" Dissemination Plan
- Miscellaneous Report and Handouts
- *Education Daily* News Item (January 18, 1990)

The *Education Daily* news item is critical of ACCESS ERIC for not being a "one-stop shopping center," but this is unfair insofar as ACCESS ERIC was never intended to be a center where "shopping" for ERIC products or information was to be actually completed. It was conceived of as a referral center, referring the user to the proper location where his/her request could be fulfilled, and ACCESS ERIC's various products and systems are all designed to achieve this more modest objective.

...Pat Coulter (Central ERIC)

VENDOR NEWS

SILVERPLATTER CHANGES ADDRESS AND TELEPHONE NUMBER

SilverPlatter Information has a new address, telephone number, and FAX number for their U.S. Headquarters:

SilverPlatter
Information

TEL: 800-343-0064 617-969-2332 FAX: 617-969-5554	TEL: 0-800-282-133 01-30-81-08-98 (Germany) +44-1-995-8242 FAX: +44-1-995-5159
One Newton Executive Park Newton Lower Falls MA 02162-1449 U.S.A.	10 Barley Mow Passage Chiswick London W4 4PH England

SilverPlatter News Releases
(see **Attachments 13-A-D**).

- SilverPlatter Releases Retrieval Software for the Mac
- Disc Return Plan Changed to Disc Disposal Plan
- Two New Interfaces Announced
  - Personal Bibliographic Software
  - Reference Manager (Research Information Systems, Inc.)

...Pat Brown (ERIC Facility)

CLEARINGHOUSE NEWS

STUDENT FINANCIAL AID PACKETS (1989-1990)

The 1989-90 edition of the *"Student Financial Aid"* (SFA) packet is finally ready. Although ERIC/HE is not responsible for student scholarships or financial assistance programs, we often receive requests for information in this area. Consequently, we have compiled our SFA packet as a resource to assist in steering users in the right direction for financial aid. This is not a comprehensive guide to financial aid, but simply a guide to the sort of information available, how to apply, and where to go for additional information.

Copies have been sent to each of the Clearinghouse User Service Coordinators and to the Facility, ACCESS ERIC, and Central ERIC. Please feel free to copy and distribute as needed. If you have not yet received a copy, please contact me at HE.

...Jan Burt (HE)

ELECTRONIC VALIDATION OF DESCRIPTORS USED IN INDEXING

RC can provide other Clearinghouses with a computer routine (based on Wordperfect 4.2) to provide electronic validation of Descriptors used in indexing. The tools are simple. They include:

- a dictionary file of all Descriptors through mid-1988 (obtained from the Facility) and
- a WP 4.2 macro that writes Descriptors from resumes to a temporary file and then checks the dictionary. RC has developed simple documentation that explains how to load and use both the dictionary file and the macro.

According to Dianna Simms, the RC secretary, there are unexpected benefits to using the routine: RC abstractor/indexers have started to pay closer attention to being more accurate in the first place. Dianna reports that the validation routine (now in use at RC for about 5 months) is finding fewer and fewer errors in the Descriptor fields of draft resumes.

Send two formatted 360K floppies to Dianna with your request, and RC will ship the materials to you. The documentation explains how the routine works, so adapting it to Wordperfect 5.0 would not be a major chore (providing, however, you understand the use of macros and dictionary files in general).

...Craig Howley/RC

FEEDBACK: ASK AND YE SHALL RECEIVE

In an effort to obtain feedback about how well we are meeting the needs of our users and how our products are being used, we included an article and response form in the Fall issue of *The ERIC File*, our newsletter. The response has been overwhelming!

The request was attached to an order form for our no-cost products; to date we have received over 375 product requests, most of which have comments. Responses are still being compiled, so far the following general categories have received the most "votes":

- research, reference, resource
- program development
- staff development
- student use
- personal use
- workshops
- curriculum development
- proposal development
- teacher education

Many responses indicate that the materials are being shared.

A couple of folks wrote to us. Our favorite letter talks about *"...that great Clearinghouse in the sky...!"* It and the material from *The ERIC File* are presented here as **Attachment 14.**

...Judy Wagner (CE)

ASSOCIATION FOR INSTITUTIONAL RESEARCH (AIR) SUBMITS 29 LEVEL 1'S TO HE

Each year, the Association for Institutional Research (AIR) appoints a committee to review the papers submitted and presented at their Annual Forum. Those papers that pass this peer review are then submitted to the Higher Education Clearinghouse for inclusion at Level 1 in RIE. Once the final ERIC Accession Numbers have been assigned, AIR develops an order sheet and sends this information along with their newsletter to their membership (**Attachment 15**).

...Jan Burt (HE)

JONATHAN SHER DONATES PAPERS TO AEL (AND, INDIRECTLY, TO ERIC)

Seven boxes of materials recently arrived at AEL, RC's host, from Jonathan Sher. Sher, as noted in an earlier issue of the EAB, is both a perceptive and highly respected observer of rural America for the last decade and a half. As AEL catalogs the materials, RC staff will examine them for their possible historical interest to the ERIC system as a whole. As a result, RC staff would like to hear from other ERICians about the art of getting reproduction releases from reorganized, reincarnated, or defunct organizations (and authors, even).

...Craig Howley (RC)

HE MEETS WITH JAPANESE HIGHER EDUCATION OFFICIALS

Jan Burt (ERIC/HE) met with administrators and professors from the Japan Association of Private Colleges and Universities, on October 6, 1989. The group sends approximately 50 mid-level administrators, every two years, to study higher education in Europe and the United States.

The ERIC system is very familiar to educators in Japan, due to the online searching capabilities of many college and university libraries. Many of the officials present boasted of being able to search online through their own personal computers. Surprisingly, the burning questions of the hour among Japanese higher education administrators were:

- "What is CD-ROM?"
- "Is the ERIC database available on CD-ROM?"
- "Do we anticipate that it will be around for a long time," etc.?

...Jan Burt (HE)

SUSAN IMEL STAFFS MULTI-CLEARINGHOUSE EXHIBIT AT NORTH AMERICAN CONFERENCE ON ADULT AND ADOLESCENT LITERACY

At the recent North American Conference on Adult and Adolescent Literacy, materials from three ERIC Clearinghouses were available to participants during a 4-hour *"Swap and Shop."* Susan Imel, Director of ERIC/CE, hosted the ERIC table and distributed materials on literacy from ERIC/CE, ERIC/RCS, and ERIC/LE (officially known as the National Clearinghouse on Literacy Education). The conference, which was sponsored by the International Reading Association, was held in Washington, DC, January 12-14, 1990. Susan also presented a workshop, *"Resources in Workplace Literacy,"* during the conference.

...Judy Wagner (CE)

PERSONNEL NEWS

STAFF CHANGES AT RC

A number of staff changes have taken place recently at RC. Changes in key staff were approved verbally by OERI early in January. Gary Huang joined the staff in late December, replacing Linda Miller, who served as coordinator of acquisitions and processing from June 1988 to September 1989. Gary is a native of the People's Republic and has an MLS and PhD from Kent State University. In the same week in January, Gary successfully defended his dissertation and was reunited with his 6-year-old son Gaoyuan (called "Grant"), whom he had not seen since arriving in the U.S. five years ago. Gary's new

title is Assistant Director. Todd Strohmenger and Craig Howley are now co-directors of RC; Phyllis Stowers is now Coordinator of Acquisitions; and Pam Coe is RC's Indian Education Specialist.

...Craig Howley (RC)

RC JOURNALIST DISPATCHED TO THE FRONT

Topper Sherwood, RC abstractor/indexer and sometime ERIC author ("TES" in the abstract fields of RC's recent resumes), is also a freelance journalist. He's on assignment in East Germany for several months (not longer, we hope). He reports that he is covering developments in education for the *Chronicle of Higher Education* and other newspapers and magazines. All we know is that he is fascinated by what he sees, finds that his German (unused for 15 years) is still functional, and has found comfortable digs. We hope he'll be able to produce a monograph on rural education in the Eastern Bloc or a trends and issues paper on a new category of migrant education upon his return.

...Craig Howley (RC)

DON ERICKSON (EC DIRECTOR) BIDS ERIC ADIEU AFTER 20 YEARS

Dr. Donald K. Erickson, after 20 years in the EC Director's chair, relinquished his position as he shifted jobs within the Council for Exceptional Children (CEC). Don's replacement will be Frederick Weintraub. Don's heartfelt goodbyes were expressed in two letters, one to the Director of ERIC and one to his fellow Directors. (See **Attachments 16A-B**).

...Bob Stonehill (CERIC)

PUBLICATIONS

HE PRODUCES NEW INFORMATION PRODUCT

The User Services Department at ERIC/HE has developed a new information product geared to specific group needs. Each *"CRIB Sheet"* (CRitical Issues Bibliography), will serve as a mini-bibliography for upcoming workshops, conferences, and meetings in the area of higher education. *"CRIB Sheets"* will be a regular product of the Clearinghouse available through the ERIC database. Topics covered thus far are:

- Multiculturalism in Higher Education
- Academic Forecasting
- Educational Leadership
- Graduate Student Retention

...Jan Burt (HE)

ASHE-ERIC PUBLICATION IS FEATURED IN USA TODAY

ASHE-ERIC Higher Education Report number 89-2 entitled *Affirmative Rhetoric, Negative Action: African-American and Hispanic Faculty at Predominantly White Institutions*, was featured in a *USA Today* news item on November 21, 1989. The report, co-authored by Valora Washington, Vice President of Antioch College in Ohio, and William Harvey, Professor of Education, was mentioned in an exclusive interview with Dr. Washington on the topic of minority faculty shortages.

...Jan Burt (HE)

FAMILY LIVING OFFERS RESOURCES FOR PARENTS

A new ERIC/EECE publication, *Family Living*, features 33 articles by Lilian G. Katz on aspects of family life. The articles cover children's emotions, learning, and behavior, as well as practical approaches to parenting. Such topics as answering children's questions about sex and death, dealing with childhood fear and depression, and helping children cope with divorce are also addressed. *Family Living* also includes

ERIC/EECE Digests and Resource Lists on various topics concerning family life and young children's education. An ERIC/EECE ReadySearch on family life is also provided. The contents of *Family Living* are printed on loose-leaf sheets which have been placed in a convenient packet folder. Each sheet can be easily removed for photocopying.

...Brad Goins (PS)

NEW ERIC/EECE PUBLICATION LOOKS AT GROUP LEARNING

A new ERIC/EECE publication, *Children Learning in Groups and Other Trends in Elementary and Early Childhood Education*, by John Hollifield and others, describes cooperative learning processes and examines their use in elementary schools. Dr. Hollifield, who is Associate Director of the Center for Research on Elementary and Middle Schools at Johns Hopkins University, presents the University's Student Team Learning processes as a prime example of cooperative learning. He goes on to describe a variety of cooperative learning methods developed by researchers in numerous locations who have used cooperative learning theories in order to produce practical programs for schools. The publication also features a second paper by Dr. Hollifield, *Trends in Early Childhood and Elementary Education*, which offers detailed analysis of trends in kindergarten, preschool, and child care. A section on elementary education covers trends regarding class size, use of microcomputers, and academic push-down. (Cat. #204, 111 pages, $8.75.)

...Brad Goins (PS)

FORTHCOMING INDIAN EDUCATION PUBLICATIONS FROM RC

RC is developing six Digests relevant to the education of American Indians and Alaska natives. Topics include:

- unbiased teaching about American Indians at the elementary level;
- developing culturally relevant curriculum materials for American Indians;
- the characteristics of effective teachers of American Indians and Alaska natives;
- good math instruction for Mexican-Americans, American Indians, and migrant students;
- emerging literacy among American Indians and Alaska natives; and
- use of the case method in preparing teachers to serve native and minority populations.

In addition, RC is developing a curriculum packet about cultural journalism and participatory research in substance abuse education programs that involve American Indians and Alaska natives. RC expects that most of these publications will be completed in 1990.

...Craig Howley/RC

SPECIAL PROJECT WITH RC PARTNER

An offshoot of RC's work with one Partner, the National Rural Development Institute, is guest editorship of a theme issue of the *Journal of Rural and Small Schools* on the topic of *"rural education and economics"*. We've received five manuscripts and have been promised additional manuscripts by four other authors. Edited copy is due to be forwarded to the publisher in mid-May. It's not too late to submit. Prospective authors should contact Craig Howley at RC.

...Craig Howley (RC)

MEMORANDUM

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

TO : All IS Staff

DATE: JAN 18 1990

FROM : Sharon K. Horn
Director
Information Services

SUBJECT: Management Detail

For approximately one year now, Art Sheekey has served as Acting Director of the Education Information Resources Division. During this time, Art has been instrumental in making important technology contacts for IS. He has also provided critical planning support for my immediate office. It is for just this reason that I recently asked him to participate in the work of the IS Dissemination Task Force and to oversee the development and completion of a number of special planning projects in the Director's office.

Because of the importance of these new assignments and their time-consuming nature, I have asked Bob Stonehill to take over as Acting Director of EIRD, and I have made this detail effective as of January 22, 1990. In this capacity, Bob will also serve as the Acting Branch Chief for the Research Library Branch.

In addition, I have asked Pat Coulter to serve as the Acting Branch Chief for ERIC, and this detail will also become effective on January 22.

Just as in the case of Outreach, I intend to conduct a national competition for the Director of the Education Information Resources Division as soon as current staffing constraints are eased.

In the meantime, I know that these details will unfortunately stretch our staff. Still, I sincerely believe that the outcomes from the dissemination strategies now being planned will provide Information Services with national exposure to get the word out. And by demonstrating the excellence of our program, we are, in turn, better positioned to expand our dissemination reach.

I know all of you will join with me in thanking Art for his past service and in supporting Pat, Bob, and Art in their new positions.

cc: C. Cross
B. Manno
A. Love

MEMORANDUM

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

FEB 7 1990

TO : All IS Staff

FROM : Sharon K. Horn
Director, IS

SUBJECT: Select IS Goals and Priorities for the Next Six Months

Recently, the Assistant Secretary asked each of the OERI Program Directors to let him know about specific missions within each office for the next six months and how each is linked to the priorities of the President, Secretary and himself.

Attached is a copy of my response to him. Each of you will notice that each specific function within IS has not been identified. This was done on purpose. My intention was to identify a select set of new initiatives for the next six month period. The ongoing core functions have been discussed with him during our regular one-on-one sessions.

I believe that this information is important for each of you to have and I hope that you will take the time to read it thoroughly. In addition, I hope it will serve to stimulate thought for other activities we might pursue in the future.

Attachment

cc: Christopher Cross

MEMORANDUM

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

TO : Christopher T. Cross
Assistant Secretary

FROM : Sharon K. Horn
Director
Information Services

SUBJECT: Goals, Priorities and Assessment

GOALS AND PRIORITIES

In late December of last year, you asked each of us Program Directors to let you know how each of us plan on linking our specific missions to the priorities of the President, Secretary, and you. I am pleased to respond because I am very excited about many of the things we are doing and will be initiating in the near future.

Great expectations have come from the historic 1989 Education Summit in Charlottesville. The goals that were developed were in large part dependent upon a sharing of information on education research, statistics, and practices by the President and the Governors.

Sharing education information is our business in Information Services — it is a goal of the President, the Secretary, and yourself — and we will concentrate on it. However, to more effectively disseminate education information there are four areas, I intend to concentrate on during the next six (6) months. These are:

- o Institution Building;
- o Marketing;
- o Targeted Product Development; and,
- o Links (Team Building)

* * * * * * * * * * *

INSTITUTION BUILDING

I think if we intend to 'launch' education information, we must first be assured that our 'launching pad' has a secure foundation. One of my primary concerns and priorities is to address an ongoing "identity crisis" within Information Services. In part, this could be caused by its dual roles as a service provider to other OERI programs (particularly through its publications activities) and as the primary Federal force in education dissemination. Now for the important part — What do I intend to do?

Develop Expertise. It is my firm conviction that excellent service is founded in expert content staff. One economist has stated that one of the major reasons the Japanese are so well situated in the world economy today is that the only natural resource Japan possesses are its people. Therefore, this nation constantly invests in their own people. We intend to do the same. Within the next six months, we will:

- o Purchase graphics software so our writing/marketing staffs can develop 'total package' articles.

- o Target training for specific staff at the Horace Mann Learning Center (HMLC) in the areas of copy preparation, graphics, contract monitoring, technology skills.
- o Pursue the possibility of establishing a Total Quality Management (TQM) unit project within IS.
- o Renegotiate selected PMRS and GPAS agreements to include sections on Professional Development and Individual Initiatives.

Publications Editing and Preparation. Most of OERI is highly dependent on IS to provide editing, graphics, and production oversight services for their respective manuscripts. In the future, we intend to greatly expand the expertise of this staff and provide additional writing and publications development services before pen is ever put to paper (or hands to keyboard). Within the next six months, we will continue to proceed in four areas:

- o Work with your office and Contracts and Grants (CGS) to establish an editing contract for OERI.
- o Work with the Government Printing Office to establish a system to expedite the typesetting and printing functions.
- o Investigate the use of a software package to perform light edits.
- o Initiate a purchase request for specially configured computers for publications development using program funds.

Computer Disseminated Information. Information Services has primarily been associated with the dissemination of education information in various printed formats. During the next six months, IS will focus on issues concerning computer disseminated information, such as: new product development (e.g., diskettes and CD-ROM), developing more targeting electronic networks, and strengthing networks with NCES on confidentiality and archival concerns.

Dissemination Task Force. IS will continue to build upon the work of the IS Dissemination Task Force and expand the circle of those involved.

MARKETING

Implied in a concern for dissemination is the necessity to not just get the information out but to determine strategically — audiences, formats, and assessment. Within the next six months, the Outreach Staff will initiate several endeavors to create an advertising and marketing posture within OERI, in addition to the writing and liaison work they have concentrated on.

Several activities will include:

Training. Preliminary contacts have been made to the Bureau of the Census to copy a non-profit marketing initiative undertaken by Census several years ago.

Pilot Project. IS will strategically market the upcoming "Helping Your Child Learn Geography" report. This report, specifically targeted at parents has been a collaborative effort with the U.S. Geological Survey (Interior) and Hammond Inc. Three thrusts have been identified:

- Outreach staff have initiated contacts with National Geographic, the PTA, Parents magazine and the National Association of Elementary School Principals for highlighting this report. An article in The School Administrator recently noted this report as a resource.
- The Consumer Information Center (Denver, CO) will market the report and sell copies at a subsidized cost of $ .50 each.
- Upon its joint release with the upcoming NAEP Geography report, two Radio News Service announcements will be prepared concerning the release of the report and another linking this parental "helping" report to the performance problems noted in the NAEP document.

TARGETED PRODUCT DEVELOPMENT

On numerous occasions the point has been made that it is not only important to disseminate but to assure that the right people are getting the right information. Therefore, over the next six months Information Services will focus staff attention on developing a series of products tailored to the intended audience. Four specific endeavors are underway:

Policy Perspective Series. Near the end of FY 1989, I initiated a series of commissioned papers with the desire to determine six areas of concern to policymakers and then acquire the services of nationally-respected experts in each area to prepare a synthesis paper to encourage debate and enlighten policy perspectives. Draft papers were written, discussed before an audience of peers, and final manuscripts are being delivered. Within the next six months, the first of this series will be edited, typeset, and printed. Concurrently, a strategic dissemination program will be developed to assure that the original intent is followed through.

Education Daily. Largely through your efforts, Education Daily has agreed to provide OERI with space in this publication. Within the next six months, IS will work with this periodical to make this initiative a reality.

Trade Publication Insert. In a meeting with you at the beginning of this year, you requested that Information Services investigate the development of an association insert to meet the needs of the professional community. Work has begun on this project and within six months IS will develop a mock-up which can be shared with several associations.

The Assistant Secretary's Column. To better project OERI as an identified leader in promoting education research and statistics, IS intends to develop an "Assistant Secretary's Column" prepared on a regular basis to highlight recent developments in education statistics, research and practice.

LINKS (Team Building)

Perhaps because of Information Services unique position as a program office within OERI that provides assistance to all of our units, we are particularly sensitive

to the necessity to encourage team building and developing links. We are pleased with the tremendous favorable response we have received concerning our internal and external liaisons — so much so we were compelled to realign staff and work duties; however, I still believe that much more needs to be done. Within the next six months, there are three particular goals we will accomplish.

Satellite Library (FOB#6). Most of the required administrative sign-offs have been completed within the Department to allow Information Services to determine what needs to be done to give OERI a valuable presence at headquarters. Within the next six months, IS intends to assess the current area and holdings, reconfigure the space, begin retraining current Office of Legislation staff, move in new equipment and necessary holdings, hold ribbon-cutting ceremonies, and provide special tours for respective Principal Operating Components.

IEL Executive Seminar Series. Thanks to seed money from the Assistant Secretary, within the next six months Information Services will prepare a sole source grant to the Institute for Educational Leadership to conduct several seminars to develop better working relationships between legislative and executive branch senior staff around specially targeted policy issues.

Outreach Seminar Series. To date, the IS Outreach Seminar Series has been often conducted ad hoc and primarily reactive to the availability of last minute guests. Within the next six months, Information Services will develop a more integrated and planned program. In addition, discussions are already underway with the Horace Mann Learning Center to jointly sponsor selected seminars at FOB#6 on content areas. Further discussions are planned for a joint effort (OERI/IS and HMLC/OM) to videotape selected seminars and offer these programs to persons within the Department and particularly for the ED Regional Offices.

Although these are not all of the goals Information Services has planned within the next six months, I believe it does identify a number of exciting new endeavors we will be able to identify success stories in the near future.

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MEMORANDUM

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

TO : ALL IS STAFF

FEB - 2 1990

FROM : Lee Eiden
Acting Senior Program Manager, IS

SUBJECT: State of the Union: National Education Goals —
Information and Inquiries

Information. Attached is a copy of press materials from the White House concerning the President's National Education Goals. Sharon Horn has asked that it be sent to each staff person in Information Services to keep each of you abreast of current issues in education. She hopes that each of you will not only review it but read it since OERI (particularly NCES and OR) played a central role in the development of this material.

Inquiries. Any staff receiving questions, particularly from the press, regarding information relating to the State of the Union should direct these inquiries to the Education Information Branch (PID):

Toll-free .....(800) 424-1616
Metro D.C. .....(202) 626-9854

NOTE TO EIB STAFF

We anticipate that there will be a number of telephone calls concerning "High School Completion Rates" (Goal 2) from the White House press supplement. The following information has been provided by NCES to address these inquiries:

1. The White House background paper, in reference to the goal to achieve a 90% high school completion rate by the year 2000, cites a completion rate of 72% in 1988.

2. This rate was supplied by NCES.

3. This rate is the percent of 18-19 year olds who are high school graduates.

4. This rate has several known problems:
   - o A high share of 18 year olds and some 19 year olds are still enrolled in high school. Thus, this rate understates the percent of those youth who are still working towards their diploma.
   - o These figures include students who have completed high school with an alternative certificate, such as GEDs or other equivalency certificates. Thus, this rate overstates the share of students who are traditional completers with high school diplomas.

5. NCES is working to refine the measure of high school completion that would be best to use in monitoring the progress towards attainment of the completion goal. This will involve consideration of alternative measures, refinement of the calculation of measures, and possible changes to data collection instruments.

If there are any problems, please take a message and contact Lew Walker (357-6651) immediately.

cc: C. Cross
S. Horn
E.Elliott

THE WHITE HOUSE

Office of the Press Secretary

EMBARGOED FOR RELEASE
AT 9:00 PM (EST)
WEDNESDAY, JANUARY 31, 1990

NATIONAL EDUCATION GOALS

At the historic President's Education Summit with Governors in Charlottesville, Virginia four months ago, President Bush and the nation's Governors declared that, "the time has come, for the first time in U.S. history, to establish clear, national performance goals, goals that will make us internationally competitive." In his State of the Union message, the President announced six national goals for education:

1. By the year 2000, all children in America will start school ready to learn.

2. By the year 2000, we will increase the percentage of students graduating from high school to at least ninety percent.

3. By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency over challenging subject matter, including English, mathematics, science, history and geography.

4. By the year 2000, U.S. students will be first in the world in science and mathematics achievement.

5. By the year 2000, every adult American will be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

6. By the year 2000, every school in America will be free of drugs and violence and offer a disciplined environment conducive to learning.

The President and members of the Governors' Task Force on Education jointly developed these goals with the advice of scores of education associations and organizations, business and community leaders, parents, teachers, and state and local administrators. The announcement of these six national performance goals represents a first phase in carrying out the commitment made in Charlottesville. These goals will be part of a comprehensive goals and objectives statement and presented to all the Governors at their Winter meeting in late February.

Background

These goals are about excellence. They are about recognizing that every child, regardless of background or disability, can learn. They are based on a recognition that education is a life-long enterprise. They are about restructuring and revitalizing the education system of the United States. They are designed to encourage a renaissance in American education.

Meeting these goals will require that our education system boosts the performance of our highest achievers to levels that equal or exceed the performance of the best anywhere; substantially increases the performance of our lowest achievers to far higher levels than their current performance; and ensures that what our best students can achieve now, our average students be able to achieve by the turn of the century.

A strong education system is essential to maintaining a vigorous and responsible democracy and a prosperous and growing economy. The President and the Governors have developed a clear set of national education goals that they believe are worthy of our people and our times. and that will provide a measure by which our responsible leaders can be held accountable for results.

In order for national education goals to be meaningful, progress toward achieving these goa must be measured accurately and adequately, and reported to the American people on a timely basis. Present data collection efforts and activities in progress to improve assessment tools and statistics provide a solid foundation on which to build. However, more work is needed. The President and the Governors agree that this effort will require a substantial national commitment over several years to further develop and refine our national measurement capabilities.

The President's FY 1991 budget recognizes the importance of measuring how the nation progresses toward achievement of these goals. The President has requested a fifty percent increase, from $40 million to $60 million, in the federal investment for statistics for the U.S. Department of Education. In addition, the President's budget includes $20 million for follow-up activities related to the President's Education Summit with Governors. A portion of this request may provide additional funding for assessment and statistics development. In the coming months, the Administration and the Governors will work with other interested groups to develop fully the range and quality of measures needed to report on progress.

MEASURING PROGRESS TOWARD NATIONAL GOALS

Readiness for School

GOAL 1: By the year 2000, all children in America will start school ready to learn.

Assessments indicating readiness for school generally are not administered by schools. Nor do the President and the Governors recommend that such an assessment, especially one that could wrongfully be used to determine when a child should start school, be developed for purposes of measuring progress toward this goal. Other current indicators of readiness may serve as proxies, and still others need to be developed.

The National Center for Education Statistics' (NCES) National Household Education Survey will be designed to furnish as much useful data as possible on a child's early learning experiences and the extent of parental involvement. In addition, the Current Population Survey, the Administration on Children, Youth, and Families, and other units of the U.S. Department of Health and Human Services collect information on learning experiences and the social and physical status of young children that will provide essential data for measuring appropriate dimensions of readiness.

High School Completion

GOAL 2: By the year 2000, we will increase the percentage of students graduating from high school to at least ninety percent.

According to best estimates, approximately 72 percent of the nation's 18 to 19-year-olds had completed high school in 1988. Presently, national data on high school completion rates are available from the Current Population Survey. New measurement and collection efforts will be necessary to gather comparable state-level data on dropout and high school completion rates.

Student Achievement

GOAL 3: By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency over challenging subject matter, including English, mathematics, science, history and geography.

Demonstrating competency is not merely a function of successfully completing courses. It involves mastering a meaningful level of knowledge and skills. Assessment tools must not simply measure minimum competencies, but also higher levels of reading, writing, speaking, reasoning, and problem-solving skills. While the focus of this goal specifies competency in several subject areas, the list is not to be interpreted as exhaustive, nor as recommending a

national curriculum. Furthermore, in order to demonstrate a meaningful level of competency at certain points in the educational process, performance at every grade level and among all quartiles of achievement must increase substantially. Only in this manner will our entire educational system be lifted toward excellence.

Appropriate measures of achievement must be accurate, comparable and constructive. While comparable state-level data is not presently available, the National Assessment of Educational Progress (NAEP) will be a principal mechanism for measuring student achievement in grades four, eight, and twelve in reading, writing, mathematics, science, history and geography on a national, and eventually state-by-state, basis. The National Center for Education Statistics is working with NAEP and others to extend and improve appropriate national assessments in a variety of subject areas. Thirty-seven states will participate in the NAEP pilot state-level assessment this year. It is expected that all States will participate in future state-level assessments.

Science and Mathematics

GOAL 4: **By the year 2000, U.S. students will be first in the world in science and mathematics achievement.**

While no international comparisons of student achievement to date are considered adequate, available measures suggest that U.S. 13-year-olds perform near the bottom in science and mathematics compared to their peers in other industrialized countries. Significant work must be accomplished to ensure that international comparisons of achievement are reliable.

The National Academy of Sciences is working with the U.S. Department of Education and the National Science Foundation to develop recommendations for the creation of a permanent international framework for coordinating international assessments that compare the performance of U.S. students in mathematics and science to that of their counterparts in other industrialized countries. In 1991, twenty-two countries will participate in a comparative study in mathematics and science conducted by the International Assessment of Educational Progress. In 1993, the International Association for the Evaluation of Educational Achievement will conduct its third cross-national mathematics assessment.

In addition, several groups, including the National Council on Teachers of Mathematics, the Mathematical Sciences Education Board, the American Academy for the Advancement of Science, the National Assessment Governing Board and others, are working to improve assessments of mathematics and science achievement.

Literacy and Lifelong Learning

GOAL 5: **By the year 2000, every adult American will be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.**

No good data relating to dimensions of literacy and lifelong learning currently exist. While work is required to develop meaningful measures, the National Survey of Adult Literacy now underway will provide important information on functional literacy skills by 1993. The National Center for Education Statistics also gathers data on indicators of lifelong learning such as participation in post-secondary education and degrees received. The Department of Labor is a source of survey data on employer activities and the labor force, and is leading efforts to develop measures of workforce literacy skills.

Safe, Disciplined, and Drug-free Schools

GOAL 6: **By the year 2000, every school in America will be free of drugs and violence and offer a disciplined environment conducive to learning.**

No single or comprehensive source of data exists to measure the extent to which our schools are safe, disciplined, and drug-free. The Justice Department collects national juvenile and crime survey data. The National Institute of Drug Abuse conducts annual surveys of student drug use and attitudes. The Department of Education's Schools and Staffing Survey provides information on school climate and environment. Further data collection efforts may be required.

A National Challenge

These national education goals are not the President's goals or the Governors' goals, they are the Nation's goals. Achieving them will require a strong commitment and concerted effort on the part of every sector and every citizen to improve dramatically our nation's education system and the performance of each and every student.

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UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

February 2, 1990

Note to ERIC Clearinghouses:

I have sent along the new templates for 1990 statistics. As you can see, I have added new and eliminated some items from the collection process.

Most notably, I added a section on SECONDARY DISTRIBUTION. Central ERIC is interested in knowing if ERIC generated materials are being used by other organizations in communicating with their constituents--and if so, how much. We realize that sometimes it is difficult to know if and when something is being used by others, but your best effort is all we are asking.

I have eliminated the section on RESPONSES TO INQUIRIES. The DISTRIBUTION sections will be picking up that information. In one sense, we were double counting before.

There are some changes in definitions so you should read through them again. If you have questions, don't hesitate to call.

Instead of sending your statistics to me on a monthly basis. We will begin collecting them quarterly--with your quarterly and annual (4th quarter) reports. Send your diskette to your monitors along with your reports. They will pass them on to me.

Thanks for your perseverance on this task! We are getting very good and consistent data these days--thanks to all of you!

Nancy

WASHINGTON, D.C. 20208

9 47

[clearinghouse name]
MONTHLY STATISTICAL REPORT
January - December 1990

STAFF	Staff Hours/CHARGED TO CONTRACT
	Staff Hours/CONTRIB. BY HOST INSTITUTION
	TOTAL Hours of Effort
ACQUISITIONS	SOLICITATIONS for documents
	New ACQUISITION ARRANGEMENTS
	Documents Received/SOLICITED
	Documents Received/UNSOLICITED
	Documents Received/TRANSFERRED IN
	TOTAL Documents Received
	Documents REJECTED
	Documents TRANSFERRED OUT
	REJECTION RATE
DATABASE BUILDING RIE	RIE Documents SUBMITTED TO FACILITY
	RIE Documents SELECTED BUT NOT SUBMITTED
	RIE Documents UNABLE TO PROCESS (Backlog)
DATABASE BUILDING CIJE	CIJE Issues Processed/COMPREHENSIVELY
	CIJE Issues Processed/SELECTIVELY
	CIJE Issues Processed/ONE-SHOT
	CIJE Articles SUBMITTED TO FACILITY
	CIJE Articles SELECTED BUT NOT SUBMITTED
	CIJE Issues UNABLE TO PROCESS (Backlog)
LEXICOGRAPHY	New Descriptors SUBMITTED
	Current Descriptors, CHANGES RECOMMENDED
	New or Current Descriptors REVIEWED
FORMS OF INQUIRIES	LETTER INQUIRIES
	TELEPHONE INQUIRIES
	ELECTRONIC INQUIRIES
	Clearinghouse VISITORS
	TOTAL Inquiries/Visitors
OUTREACH/TRAINING	MEETING/CONFERENCES/WORKSHOPS
	PRESENTATIONS
	EXHIBITS
	Distribute MATERIALS
PUBLISHING	Newsletter ISSUES
	Journal COLUMNS
	Journal ARTICLES
	ERIC DIGESTS
	MAJOR PRODUCTS
	Other CLEARINGHOUSE PRODUCTS

DISTRIBUTION BY CLEARINGHOUSE OR HOST ORGANIZATION	ERIC DIGESTS
	NEWSLETTERS
	MAJOR PRODUCTS
	Other CLEARINGHOUSE PRODUCTS
	ERIC SYSTEMWIDE MATERIALS
	TOTAL DISTRIBUTION BY CLEARINGHOUSE
SECONDARY DISTRIBUTION	ERIC DIGESTS
	NEWSLETTERS
	MAJOR PRODUCTS
	Other CLEARINGHOUSE PRODUCTS
	ERIC SYSTEMWIDE MATERIALS
	TOTAL SECONDARY DISTRIBUTION
OTHER RESPONSES	PLACED ON MAILING LIST
	Request REFERRED ELSEWHERE
	SEARCHES Completed
ANALYSIS OF USERS	Elem/Sec TEACHERS
	Elem/Sec PRINCIPALS/ADMINISTRATOR
	Elem/Sec LIBRARIANS
	Elem/Sec STUDENTS
	Elem/Sec LEA's, SCHOOL BOARDS, Etc.
	TOTAL for Elementary/Secondary
	Postsec PROFESSORS/RESEARCHERS
	Postsec ADMINISTRATORS
	Postsec LIBRARIANS
	Postsec STUDENTS
	TOTAL for Postsecondary
	Government Agencies-FEDERAL
	Government Agencies-STATE
	Government Agencies-LOCAL
	Government Agencies-FOREIGN
	TOTAL for Government Agencies
	Other LIBRARIANS
	JOURNALISTS
	Other PROFESSIONALS
	PARENTS
	GENERAL PUBLIC
	TOTAL Other Users
	TOTAL USERS
	Conference PARTICIPANTS

DEFINITIONS FOR ITEMS IN THE MONTHLY STATISTICAL REPORT

STAFF

Staff Hours/Charged to the Contract: The number of staff hours (not FTE's) charged to the contract for clearinghouse and ERIC system activities for the reporting period. Freelancers and subcontractor's hours for indexing and abstracting activities should be figured as: 2 abstracts or 3 annotations = 1 hour of work.

Staff Hours/Contributed by Host Institution: The number of staff hours the host institution or a significant third party contributed to clearinghouse and ERIC system activities during the reporting period.

> Total Hours of Effort: The total number of hours charged to or contributed by the host institution during the reporting period. [Staff Hours/Charged to the Contract + Staff Hours/Contributed by the Host Institution = Total Hours of Effort]

ACQUISITIONS

Solicitations for Documents: The number of solicitations requesting documents within the Clearinghouse scope area (specific titles and general requests) during the reporting period from any source (including the Facility and Central ERIC).

New Acquisition Arrangements: The number of new acquisition arrangements established during the reporting period (includes Facility notification). Blanket release is not required.

Documents Received/Solicited: The number of documents received during the reporting period to be reviewed for inclusion in the database during the reporting period and identified as from a Clearinghouse acquisition arrangement or from written or verbal contact (requiring staff time) with an author, publisher, association, Central ERIC and the Facility).

Documents Received/Unsolicited: The number of documents received and to be reviewed for inclusion in the database during the reporting period that were not solicited (i.e. from an author, conference, etc.) or from a clearinghouse acquisition arrangement. This number does not include documents received from the Facility, as those documents are "Transferred In" and does not include newsletters, brochures, catalogs, promotional materials sent on FYI or subscription basis.

2 - Definitions for Items in the Monthly Statistical Report

Documents Received/Transferred In: The number of documents received during the reporting period from the Facility, Central ERIC, or other ERIC clearinghouses unsolicited.

> Total Documents Received: The sum total of all documents received for the reporting period. [Documents Received/Solicited + Documents Received/Unsolicited + Documents/Transferred In = Total Documents Received]

Documents Rejected: The number of documents rejected for the reporting period because of poor reproducibility, lack of content, prior submission by different clearinghouse, etc. Includes all documents submitted and reviewed for potential inclusion whether suitable for ERIC or not. Newsletters, brochures, catalogs, promotional materials sent on FYI or subscription basis are not included.

Documents Transferred Out: The number of documents transferred out during the reporting period because the documents were in another clearinghouse's scope area.

Rejection Rate: The percentage of documents rejected for the reporting period. [Documents Rejected/(Total Documents Received - Documents Transferred Out) = Rejection Rate]

DATABASE BUILDING

RIE Documents Submitted to the Facility: The number of processed documents (i.e. selected, cataloged, indexed and abstracted) that were transferred to the Facility during the reporting period.

RIE Documents Selected but not Submitted: The number of documents selected for the database but have not been transferred to the Facility by the end of the reporting period (i.e. documents on hold waiting for better copy, copyright release, missing pages, etc. or in process). Some documents may be counted more than once if held for longer than one reporting period.

RIE Documents unable to Process (Backlog): The number of documents received and determined appropriate to the clearinghouse's scope area, but for which processing was not begun during the reporting period due to limited financial resources. Some documents may be counted more than once if held for longer than one reporting period. (In some instances, excellent documents are held because the Clearinghouse receives too many documents on the same topic or the number received exceeds the RIE quota. To be able to process them, additional resources are needed.)

3 - Definitions for Items in the Monthly Statistical Report

CIJE Issues Processed/Comprehensively: The number of journal issues (not articles) receiving total coverage for the reporting period.

CIJE Issues Processed/Selectively: The number of journal issues receiving selective coverage for the reporting period.

CIJE Issues Processed/One-Shot: The number of journal issues not regularly covered for CIJE but receiving one-time coverage during the reporting period. One or more articles were determined significant to clearinghouse scope area.

CIJE Articles Submitted to Facility: The number of processed journal articles (i.e. indexed and annotated) that were transferred to the Facility during the reporting period.

CIJE Articles Selected not Submitted: The number of journal articles selected for inclusion in the database at a future time, but for which the indexing and annotation of articles has not been completed. Some documents may be counted more than once if held for longer than one reporting period.

CIJE Issues unable to Process (Backlog): The number of journal issues received and determined appropriate to the clearinghouse's scope area, but for which processing was not begun during the reporting period due to limited financial resources. Some issues may be counted more than once if held for longer than one reporting period. (In some instances, journal issues are be held because the Clearinghouse receives a new journal or the number received exceeds the CIJE quota. To be able to process them, additional resources are needed.)

LEXICOGRAPHY

New Descriptors Submitted: The number of new descriptors submitted to the Lexicographer during the reporting period.

Current Descriptors, Changes Recommended: The number of changes recommended for existing descriptors submitted to the Lexicographer such as scope notes, BT/NT/RT displays, deletions, etc. during the reporting period.

New or Current Descriptors Reviewed but not Submitted: The number of descriptors researched and reviewed by Clearinghouse staff during the reporting period but a determination was made that no formal action was needed.

4 - Definitions for Items in the Monthly Statistical Report

FORMS OF INQUIRIES

Letter Inquiries: The number of letters received at the clearinghouse during the reporting period requesting ERIC publications or requesting information on the ERIC system, clearinghouse activities, scope specific topics or general education. A letter is counted as only one inquiry, even if more than one action is taken in response.

Telephone Inquiries: The number of telephone calls received at the clearinghouse during the reporting period requesting ERIC publications, or requesting information on the ERIC system, clearinghouse activities, scope-specific topics or general education. A call is only counted once, even if more than one action is taken in response.

Electronic Inquiries: The number of electronic messages directed to the clearinghouse (via Multilink, Bitnet, etc.) during the reporting period. This number does not include Multilink messages exchanged between ERIC components, unless it is user service oriented. If more than one action is taken in response to an electronic request it is counted as only one inquiry.

Clearinghouse Visitors: The number of individuals coming to the clearinghouse's physical location during the reporting period. This does not include visitors to a clearinghouse booth or exhibit at a conference. In addition, if the ERIC microfiche collection is located physically with the clearinghouse, visitors to the reading room are counted as visitors. If the ERIC microfiche collection is physically located away from the clearinghouse, visitors to the collection are not included in the count of visitors.

> Total Inquiries/Visitors: The sum total of all requests received by the clearinghouse during the reporting period. [Letter Inquiries + Telephone Inquiries + Electronic Inquiries + Clearinghouse Visitors = Total Inquiries/Visitors]

OUTREACH/TRAINING

Meetings/Conferences/Workshops: The number of meetings, conferences, and workshops attended, participated, or convened by clearinghouse staff during the reporting period. Participation does not necessarily need to be related to the ERIC program but to the professional development of staff, such as professional associations, data user groups, etc.

Presentations: The number of formal or invited presentations made by clearinghouse staff at meetings, conferences and workshops about the ERIC system or clearinghouse scope area during the reporting period.

Exhibits: The number of ERIC program exhibits staffed at meeting, conferences and workshops by the clearinghouse during the reporting period.

5 - Definitions for Items in the Monthly Statistical Report

Distributed Materials: The number of times during the reporting period materials were distributed to meetings, conferences and workshops outside the clearinghouse, whether or not the meetings were attended by clearinghouse staff (including unstaffed exhibits).

PUBLISHING

Newsletter Issues: The number of issues of the clearinghouse newsletter distributed during the reporting period.

Journal Columns: The number of recurring (i.e. every month, every issue, etc.) journal columns related to the ERIC system or the clearinghouse scope area published and attributed to the clearinghouse during the reporting period.

Journal Articles: The number of journal articles or newsletters related to the ERIC system or the clearinghouse scope area published (one-shot basis) and attributed to the clearinghouse during the reporting period. This does not include paid or unpaid advertisements for clearinghouse products or services.

ERIC Digests: The number of ERIC Digests completed and available for distribution during the reporting period.

Major Products: The number of major clearinghouse products (i.e. monographs, trends and issues, directories, etc.) completed and available for distribution during the reporting period.

Other Clearinghouse Products: The number of clearinghouse products (other than clearinghouse newsletters, major products and ERIC Digests) completed and available for distribution during the reporting period such as catalogs, topical bibliographies, ready made searches, brochures, ERIC system materials, instructions for accessing the database, etc.

DISTRIBUTION BY CLEARINGHOUSE OR HOST ORGANIZATION

ERIC Digests: The number of ERIC Digests distributed during the reporting period by the Clearinghouse. Count each ERIC Digest as an individual item, even if the Clearinghouse distributes the Digests as a volume. For example, if a volume of 10 digests is sold, it should be counted as 10 Digests and not as a major product.

Newsletters: The number of clearinghouse newsletters distributed during the reporting period by the Clearinghouse.

Major Products: The number of major clearinghouse products distributed during the reporting period by the Clearinghouse.

6 - Definitions for Items in the Monthly Statistical Report

Other Clearinghouse Products: The number of clearinghouse products (other than ERIC Digests, clearinghouse newsletters, and major products) distributed by the Clearinghouse during the reporting period such as catalogs, ready made searches, brochures, etc.

ERIC Systemwide Materials: The number of systemwide brochures (e.g. Pocket Guide, Submitting Documents to ERIC, Directory of ERIC Service Provides, Ready References, etc.) distributed during the reporting period by the Clearinghouse.

Total: The total number of clearinghouse materials distributed during the reporting period. [ERIC Digests + Newsletters + Major Products + Other Products + ERIC Systemwide Brochures = Total]

SECONDARY DISTRIBUTION

ERIC Digests: The number of ERIC Digests distributed during the reporting period by other organizations, including ACCESS ERIC and other ERIC Clearinghouses.

Newsletters: The number of clearinghouse newsletters distributed during the reporting period by other organizations, including ACCESS ERIC and other ERIC Clearinghouse.

Major Clearinghouse Products: The number of major clearinghouse products distributed during the reporting period by other organizations, including ACCESS ERIC and other ERIC Clearinghouses.

Other Clearinghouse Products: The number of clearinghouse products (other than ERIC Digests, clearinghouse newsletters, and major products) distributed by other organizations, including ACCESS ERIC and other ERIC Clearinghouses during the reporting period such as catalogs, ready made searches, brochures, etc.

ERIC Systemwide Materials: The number of systemwide brochures (e.g. Pocket Guide, Submitting Documents to ERIC, Directory of ERIC Service Providers, Ready References, etc.) distributed during the reporting period by other organizations.

Total: The total number of clearinghouse materials distributed during the reporting period. [ERIC Digests + Newsletters + Major Products + Other Products + ERIC Systemwide Brochures = Total]

7 - Definitions for Items in the Monthly Statistical Report

RESPONSES OTHER THAN DISTRIBUTION OF MATERIALS TO CLEARINGHOUSE INQUIRIES

Placed on Mailing List: The number of names/groups placed on the clearinghouse's mailing list during the reporting period.

Requests Referred Elsewhere: The number of requests the clearinghouse referred elsewhere (including ACCESS ERIC) during the reporting period because the request was not relevant to the ERIC system, not scope specific, or required additional information from other sources.

Searches Completed: The number of manual and online searches using ERIC tools completed by clearinghouse staff during the reporting period. Pulling a microfiche from the ERIC collection for a user does not constitute a search.

ANALYSIS OF USERS
(Visitors to exhibits/displays at conferences are not included in analysis of users. If an individual contacts the clearinghouse at a later date, the user should be counted at that time.)

Elem/Sec Teachers: The number of elementary and secondary school teachers (including counselors, teachers aides, resource teachers, specialists, etc.) requesting the services of the clearinghouse during the reporting period.

Elem/Sec Principals/Administrators: The number of elementary and secondary school-based principals, administrators and counselors requesting the services of the clearinghouse during the reporting period.

Elem/Sec Librarians: The number of elementary and secondary school librarians requesting the services of the clearinghouse during the reporting period.

Elem/Sec Students: The number of elementary and secondary school students requesting the services of the clearinghouse during the reporting period.

Elem/Sec LEA's, School Boards, Etc.: The number of school district officials requesting the services of the clearinghouse during the reporting period, including LEA's, School Boards, PTA's, etc.

Total for Elementary/Secondary: The total number of elementary and secondary school users during the reporting period. [Elem/Sec Teachers + Elem/Sec Principals/Administrators + Elem/Sec Librarians + Elem/Sec Students + Elem/Sec LEA's, School Boards, Etc. = Total for Elementary/Secondary]

8 - Definitions for Items in the Monthly Statistical Report

Postsec Professors/Researchers: The number of Professors and Researchers (including researchers working with institutional research projects) at Postsecondary institutions requesting the services of the clearinghouse during the reporting period.

Postsec Administrators: The number of Administrators (including professional staff working in planning and finance; student services; counselors, support staff; etc.) at Postsecondary institutions requesting the services of the clearinghouse during the reporting period.

Postsec Librarians: The number of Librarians at Postsecondary institutions requesting the services of the clearinghouse during the reporting period.

Postsec Students: The number of Students at Postsecondary institutions requesting the services of the clearinghouse during the reporting period.

> Total for Postsecondary: The total number of postsecondary level users requesting the services of the clearinghouse during the reporting period. [Postsec Professors/Researchers + Postsec Administrators + Postsec Librarians + Postsec Students = Total for Postsecondary]

Government Agencies-Federal: The number of individuals working in the Federal Government (including Congressional offices) requesting the services of the clearinghouse during the reporting period. This number includes OERI and ED (including ED Research Library staff) but does not include Central ERIC staff unless it is a user service request.

Government Agencies-State: The number of individuals working in State Governments such as the Governor's office or State Education Departments, requesting the services of the clearinghouse during the reporting period (does not include LEA's).

Government Agencies-Local: The number of individuals working in Local Governments requesting the services of the clearinghouse during the reporting period.

Government Agencies-Foreign: The number of individuals working with Foreign Governments, embassies and international organizations such as OECD requesting the services of the clearinghouse during the reporting period.

> Total for Government Agencies: The total number of individuals working for Government Agencies, foreign and domestics, requesting the services of the clearinghouse during the reporting period. [Government Agencies-Federal + Government Agencies-State + Government Agencies-Local + Government Agencies-Foreign = Total for Government Agencies]

9 - Definitions for Items in the Monthly Statistical Report

Other Librarians: The number of librarians not affiliated with an elementary, secondary or postsecondary institution requesting the services of the clearinghouse during the reporting period. This number includes association librarians or Library of Congress staff.

Journalists: The number of journalists (newspaper, magazine, radio, and TV) requesting the services of the clearinghouse during the reporting period.

Other Professionals: The number of professionals who are not affiliated with a school, college or university such as a research contractor, not-for profit association staff, publishers, business persons, etc. requesting the services of the clearinghouse during the reporting period. Information brokers (other than librarians and journalists) are categorized as Other Professionals.

Parents: The number of parents seeking information about the care, development, or education of their children.

General Public: The number of individuals not identified under any other user category is requesting the services of the clearinghouse during the reporting period.

Total Other Users: The total number of other users requesting the services of the clearinghouse during the reporting period. [Other Librarians + Journalists + Other Professionals + Parents + General Public = Total Other Users]

Total Users: The total number of users requesting the services of the clearinghouse during the reporting period. [Total for Elementary/Secondary + Total for Postsecondary + Total for Government Agencies + Total Other Users = Total Users]

Conference Participants: The number of participants at conferences at which the Clearinghouses had a staffed exhibit during the reporting period. The number of registered participants is usually announced by the organization after the conference.

Date: Revised, January 31, 1990

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

February 13, 1990

Note to ERIC Directors:

From: Nancy Krekeler

We had a Copyright Forum for OERI Lab and Center Project Officers to discuss the new copyright laws as they pertain to the acquisition and dissemination of OERI sponsored work. The feedback I got was very positive. I sensed more of a willingness to cooperate than before. I am sure we will begin to see a "flood" of documents into the system!

I developed two handouts in preparing for the Forum that you might find interesting. The first one lists ERIC's (i.e. EDRS) "best sellers" and then compares EDRS' sales to the sales by the host organizations. Our point was--that putting a document into ERIC does not affect the sales of the publisher.

The second handout is the list of journals we intend to survey and the letter we plan to send to the editors about their publishing policies. **If you would like us to add any journals to this list please send them to me via Multilink or mail.** We will be sending the letters out by mid-March. I hope to report the findings at the May Directors Meeting. We did survey a sample of 25 editors and found that announcing it in ERIC does not prohibit it from being published in the journal. We hope to get the same support from all the major education related journals. Your help on this project will be appreciated.

I hope you find these handouts interesting. I look forward to hearing from you soon. Thanks!

WASHINGTON, D.C. 20208

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

(Date)

(Address)

Dear (Editor):

I am writing to inquire about any policy your journal may have on publishing papers that were previously announced in the Educational Resources Information Center (ERIC) database. ERIC, sponsored by the U.S. Department of Education, is the world's largest information system covering the literature of education.

The ERIC system actively solicits papers, conference proceedings, literature reviews and curriculum materials from researchers, practitioners, educational associations and institutions, and federal, state and local agencies. Each year about 13,000 documents are selected, cataloged, indexed and abstracted, and announced in ERIC's monthly abstract journal Resources in Education (RIE). Documents are made available to the general public in microfiche and paper copy. ERIC similarly announces current journal literature in a separate monthly publication titled Current Index to Journals in Education. Together, the RIE and CIJE indexes form the ERIC database, which now contains over 650,000 citations.

ERIC speaks of "announcing" documents, not of "publishing" them; in fact, many of the documents announced in ERIC later appear (usually condensed or modified) as articles in professional journals. Nevertheless, **we often hear authors express a belief that journal editors are reluctant to publish papers that have been announced by ERIC.** If that assertion is unfounded--as I hope it is--the ERIC system would like to be able to assure potential contributors that putting a document into ERIC does not hinder an author from subsequently publishing that paper, or a revised version of it, in a professional journal.

Your response to the following two questions would be of great value in assisting us in our acquisition activities:

1. *Does your journal currently have a formal policy on publishing papers that were previously announced in ERIC?*

2. *If your journal does not have a stated policy, what is the practice?*

WASHINGTON, D.C. 20208

ERIC is committed to facilitating the flow of research and other information to the educational community. Your thoughts on these issues--and any other comments you may have about the ERIC program--will help us to better carry out this mission.

I look forward to hearing from you at your convenience. My address is:

ERIC Program
U.S. Department of Education/OERI
555 New Jersey Avenue, N.W.
Washington, D.C. 20208-5720.

If you have any additional questions please contact me at (202) 357-6088.

Sincerely,

Robert M. Stonehill
Director, ERIC

JOURNALS TO BE SURVEYED

Academe

Academic Computing

Adult Education Quarterly

Administrative Science Quarterly

American Educational Research Journal

American Educator

American Journal of Distance Education

American Libraries

American Psychologist

American Scholar

American School Board Journal

American Sociological Review

Arithmetic Teacher

Art Education

British Educational Research Journal

Change

Child Development

Childhood Education

Cognition and Instruction

Cognitive Psychology

College and Research Libraries

College Composition and Communication

College English

College Teaching

Community College Review

Computers and Education

Computing Teacher

Contemporary Sociology

Counselor Education and Supervision

Developmental Psychology

Economics of Education Review

Education Libraries

Educational Administration Quarterly

Educational Evaluation and Policy Analysis

Educational Horizons

Educational Leadership

Educational Measurement: Issues and Practices

Page 2 - Journals to be Surveyed

Educational Psychologist

Educational Researcher

Educational Technology

Electronic Learning

English Journal

Executive Educator

Government Information Quarterly

Harvard Educational Review

History of Education Quarterly

Humanities

Information Management Review

Journal of Alcohol and Drug Education

Journal of Black Studies

Journal of Career Development

Journal of Chemical Education

Journal of College Student Development

Journal of Counseling and Development

Journal of Counseling Psychology

Journal of Curriculum and Supervision

Journal of Educational Administration

Journal of Education Finance

Journal of Educational Management

Journal of Educational Psychology

Journal of Educational Statistics

Journal of Geography

The Journal of Higher Education

Journal of Law and Education

Journal of Physical Education, Recreation and Dance

Journal of Policy Analysis and Management

Journal of Reading

Journal of Research in Computing in Education

Journal of Research in Reading

Journal of Research in Science Teaching

The Journal for Research in Mathematics Education

Journal of Rural Studies

Journal of Teacher Education

Journal of Vocational and Technical Education

Journalism Educator

Language Arts

Page 3 - Journals to be Surveyed

Language Learning

Learning

Measurement and Evaluation in Guidance and Counseling

Memory and Language

Music Educators Journal

NASPA Journal

NASSP Bulletin

Peabody Journal of Education

Phi Delta Kappan

Planning and Changing

Planning for Higher Educator

Principal

PTA Today

Psychological Review

Public Administration Review

Reading Research Quarterly

The Reading Teacher

Research in Science and Technological Education

Research in the Teaching of English

Review of Educational Research

The Review of Higher Education

Review of Research in Education

Rural Educator

School Administrator

Science and Children

Science Education

Science Teacher

Social Education

Social Studies Professional

Sociology of Education

Teaching and Teacher Education

Teaching Exceptional Children

Technology Teacher

Thought and Action

Writing Instructor

February 13, 1990

TO: Directors of ERIC Components

FROM: SK Klein with contributions from Stonehill, Coulter, Imel, Piele, Spencer, ERIC Executive Committee Meeting Participants, MacFarlane's notes, and staff from EC

SUBJECT: Early Ideas on the Selection of Documents for the Compact ERIC and the ERIC SchoolDisc

REQUESTED ACTION: Please provide Sue Klein with your additions and suggestions for improving these assumptions and criteria by March 1, 1990.

ASSUMPTIONS FOR COMPACT ERIC

1. Everything in the Compact ERIC should be indexed in the database. However, ERIC may expand the search for important items (including books*) that may not be picked up from normal acquisitions procedures. (As usual, ERIC will not duplicate existing indexes and services such as those that contain education information from the popular press.)

2. The publication types most appropriate for Compact ERIC include:
   - information analyses and digests
   - viewpoints, position papers, etc.
   - reports
   - speeches
   - books
   - journal articles

3. Select a few journals for full-coverage for the year. Otherwise select special articles from journals not comprehensively covered.

4. For the Compact ERIC, the full text of documents and articles should, as a general rule of thumb, not exceed 150 pages. Substitute executive summaries or key or introductory chapters for the full text of massive tomes.

5. Dates of documents to be included would be those documents published since Jan. 1, 1990 if possible.

6. A limited number of items selected for Compact ERIC may also be included in the ERIC SchoolDisc.

7. The audience for the Compact ERIC is to include educational professionals and policy makers concerned with all levels of education.

* Look for more documents like books, that may not be generally sought for ERIC. If publishers will only give level 3 release, maybe they will provide an executive summary for Compact ERIC.

QUALITY SELECTION CRITERIA For The COMPACT ERIC

- Consider those that have high ratings using regular ERIC screening criteria (Section 3: Selection in the EPM), particularly as they relate to:

  -- increasing the knowledge base

  -- national educational significance

  -- interest to many in the Compact ERIC target audience

  -- being unique or innovative

  -- relevance, responsiveness to current priorities

  -- authority of author, source, sponsor, in particular consider documents from national commissions, ERIC and other clearinghouses.

  -- the quality of information (value, amount, accuracy) -- Does it have adequate topic coverage and references?

  -- the quantity of information or effectiveness of presentation -- Is it especially concise or well written?

- Add criteria of media exposure. Was this document mentioned in the national press, at conferences, etc.?

- Add criteria of popularity. Was it frequently requested from EDRS and other ERIC system components or other information centers such as the Education Information Branch?

- Add criteria related to utility. Is the research sufficiently applied to have implications for practice?

ASSUMPTIONS FOR THE ERIC SchoolDisc

1. Everything in the ERIC SchoolDisc should be indexed in the database. However, ERIC may expand the search for important commercial items such as directories or resource guides that may not be picked up from normal acquisitions procedures.

2. The publication types most appropriate for the ERIC SchoolDisc include:
   - information analyses and digests
   - guides particularly for school use such as approaches to instruction, teaching tips, curriculum materials
   - information on audiovisual/non print materials
   - books
   - reference materials such as directories, resource lists of exemplary materials and programs, etc.
   - journal articles with strong implications for practice
   - evaluation instruments

3. Most of the documents to be included would be published since Jan. 1, 1990, however, older tools may be included if they are the most recent and best of their type.

4. Shorter documents may be more useful to school practitioners. As a rule of thumb, the full text of documents should not exceed 50 pages. Substitute executive summaries or sample curriculum units for the full text of massive tomes.

5. There would be both an elementary and a secondary version of the Toolbox with some overlapping entries. There would also be some overlap with Compact ERIC.

6. The audience for the ERIC SchoolDisc would include educational practitioners in elementary and secondary schools, including teachers, administrators, guidance counselors, nurses or health professionals, parent-teacher organizations, etc.

QUALITY SELECTION CRITERIA FOR THE ERIC SchoolDisc:

- Consider those that have high ratings using regular ERIC screening criteria (Section 3: Selection in the EPM), particularly as they relate to:
  - -- interest to many in the ERIC SchoolDisc target audience
  - -- being unique or innovative
  - -- relevance, responsiveness to current priorities
  - -- authority of author, source, sponsor, in particular consider documents from national commissions, ERIC and other clearinghouses.
  - -- the quality of information (value, amount, accuracy) -- Does it have adequate topic coverage and references?
  - -- the quantity of information or effectiveness of presentation -- Is it especially concise or well written?
- Add criteria relating to exemplary nature -- Would it serve as a model for others? Is there evidence of effectiveness?
- Add criteria related to utility. Is the research sufficiently applied to have implications for practice?
- Add criteria of media exposure. Was this document mentioned in the national press, at conferences, etc.?
- Add criteria of popularity. Was it frequently requested from EDRS and other ERIC system components or other information centers such as the Education Information Branch?

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I've heard it said that the ERIC collection is too big, and for a while I must admit that I thought the same thing, but not after we received the new microfiche file cabinet we ordered from FENCO. If your collection is in 4 X 6 file card cabinets, or worse yet in brown boxes, you're probably wondering where you will get the room for all the microfiche that are yet to come.

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FENCO also has a Model 1838, 8 drawer cabinet that holds approximately 100,000 microfiche (the brochure figure of 64,800 microfiche is also incorrect) and takes up the same 15 square feet of space.

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Model	Retail	Your Price
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The simplest way to identify which concept is implored by model is this... any model with a flush pull handle is a fixed drawer compartment storage and any removable drawer model utilizes an extending carry/grab type handle. In addition, the product line features interchangeable, universal designed models in both fixed and removable drawer concepts whereby the file can change as you change. Model #1800 (fixed drawer) or Model #1880 (removable drawer), has eight levels of storage available.

Advise us as to how many levels of fiche, film or aperture is required; i.e., 3 for film, 3 for fiche and 2 for aperture.

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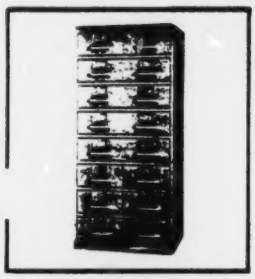
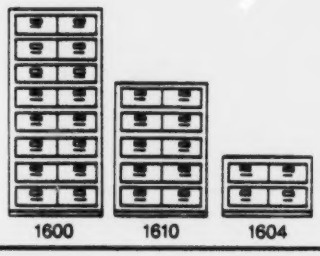
Great design in microform storage... FENCO.



MODEL SERIES 1600



CHECK STORAGE

Model 1600—
Unit H: 51½, W: 22¾, D: 28½ (OD)
Drawers H: 4⁹⁄₁₆, W: 9⅜, D: 26¹⁄₁₆ (ID)

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Drawers H: 4⁹⁄₁₆, W: 9⅜, D: 26¹⁄₁₆ (ID)

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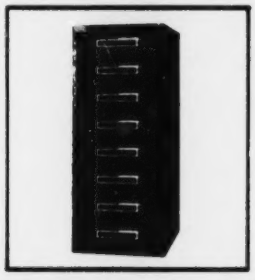

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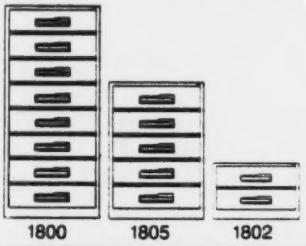

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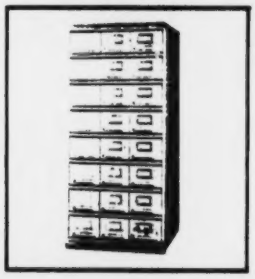
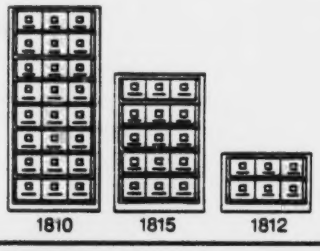
Unit H: 52, W: 21¼, D: 28½ (OD)
Drawers H: 4⅜, W: "X", D: 26 ¹⁄₁₆ (ID)

Model 1802—
Unit H: 14⅞, W: 21¼, D: 28½ (OD)

Model 1805—
Unit H: 33⁷⁄₁₆, W: 21¼, D: 28½ (OD)



MODEL SERIES 1810

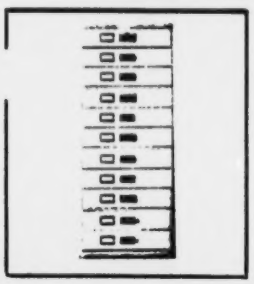


MICRO FICHE STORAGE

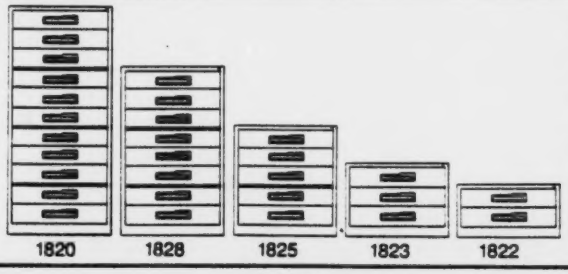
Model 1810—Capacity: 64,000 Fiche
Unit H: 51½, W: 22¾, D: 28½ (OD)

Model 1815—
Capacity: 40,000 Fiche
Unit H: 33½, W: 22¾, D: 28½ (OD)

Model 1812—
Capacity: 16,000 Fiche
Unit H: 15½, W: 22¾, D: 28½ (OD)



MODEL SERIES 1820



Model 1820—Capacity: 16mm Rolls – 1430; 35mm Rolls – 825 – H: 57½, W: 23¾, D: 28½

Model 1822—Capacity: 16mm Rolls – 260; 35mm Rolls – 150 – H: 12¹⁵⁄₁₆, W: 23¾, D: 28½

Model 1823—Capacity: 16mm Rolls – 390; 35mm Rolls – 225 – H: 17½, W: 23¾, D: 28½

Model 1825—Capacity: 16mm Rolls – 650; 35mm Rolls – 325 – H: 27⅝, W: 23¾, D: 28½

Model 1828—Capacity: 16mm Rolls – 1040; 35mm Rolls – 600 – H: 42⁹⁄₁₆, W: 23¾, D: 28½

MODEL SERIES 1800 MICROFORM STORAGE CABINETS

Fenco

MICRO FICHE

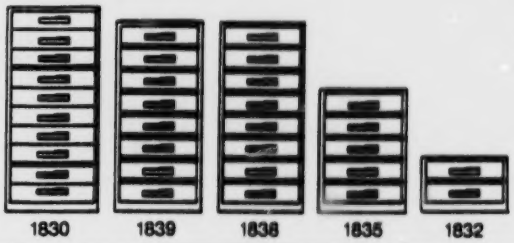
'el 1830—Capacity: 81,000
H: 58⅛, W: 21¼, D: 28½ (OD)

Model 1839—Capacity: 72,900
H: 58⅛, W: 21¼, D: 28½ (OD)

Model 1838—Capacity: 64,800
H: 52½, W: 21¼, D: 28½ (OD)

Model 1835—Capacity: 40,500
H: 33⅞, W: 21¼, D: 28½ (OD)

Model 1832—Capacity: 16,200
H: 14⅞, W: 21¼, D: 28½ (OD)

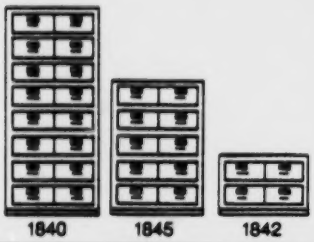


MODEL SERIES 1830

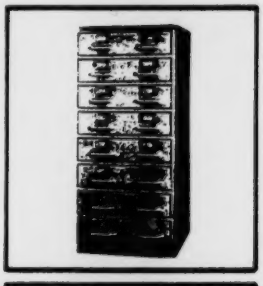
Model 1840—Capacity: 828 – 16mm Rolls; 545 – 35mm Rolls
Unit H: 51½, W: 22¾, D: 28½ (OD)
Drawers H: 4⅝, W: 9⅜, D: 26⅛ (ID)

Model 1845—Capacity: 520 – 16mm Rolls; 340 – 35mm Rolls
Unit H: 33½, W: 22¾, D: 28½ (OD)
Drawers H: 4⅝, W: 9⅜, D: 26⅛ (ID)

Model 1842—Capacity: 210 – 16mm Rolls; 140 – 35mm Rolls
Unit H: 15½, W: 22¾, D: 28½ (OD)
Drawers H: 4⅝, W: 9⅜, D: 26⅛ (ID)



MODEL SERIES 1840

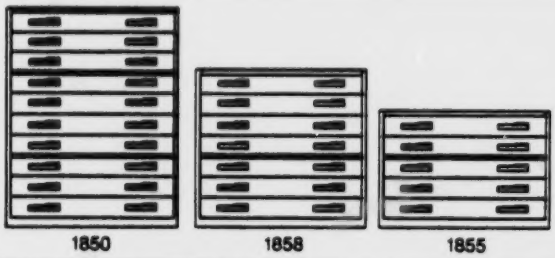


MULTI-MEDIA LATERAL STORAGE

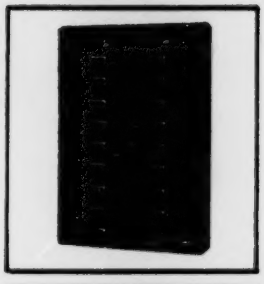
Model 1850—Capacity: 1620 – 16mm Rolls; 900 – 35mm Rolls
Unit H: 63⅞, W: 42, D: 18 (OD)

Model 1857—Capacity: 1134 – 16mm Rolls; 630 – 35mm Rolls
Unit H: 45, W: 42, D: 18 (OD)

'el 1855—Capacity: 810 – 16mm Rolls; 450 – 35mm Rolls
'it H: 33, W: 42, D: 18 (OD)



MODEL SERIES 1850



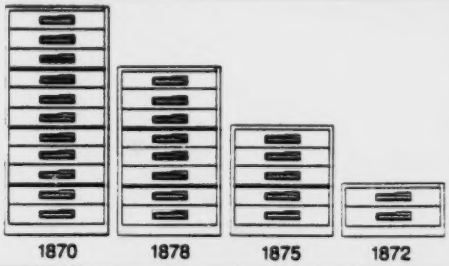
APERTURE CARD STORAGE

Model 1870—Capacity: 89,000
Unit H: 57½, W: 25, D: 28½ (OD)

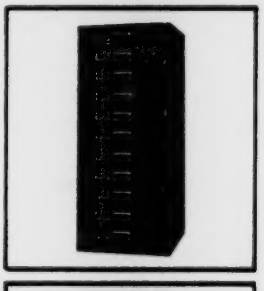
Model 1878—Capacity: 65,000
Unit H: 42⅝, W: 25, D: 28½ (OD)

Model 1875—Capacity: 40,500
Unit H: 27⅜, W: 25, D: 28½ (OD)

Model 1872—Capacity: 16,200
Unit H: 12¹⁵⁄₁₆, W: 25, D: 28½ (OD)



MODEL SERIES 1870



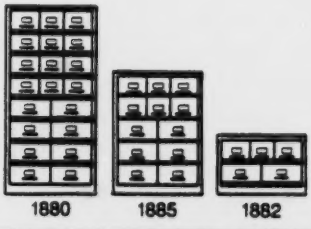
MULTI-MEDIA STORAGE

Model 1880—
Unit H: 51½, W: 22¾, D: 28½

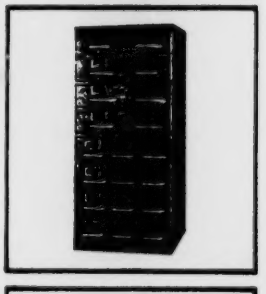
Model 1885—
Unit H: 33½, W: 22¾, D: 28½

Model 1882—
Unit H: 15½, W: 22¾, D: 28½

Fiche capacity per level – 8,000
Aperture capacity per level – 8,100



MODEL SERIES 1880



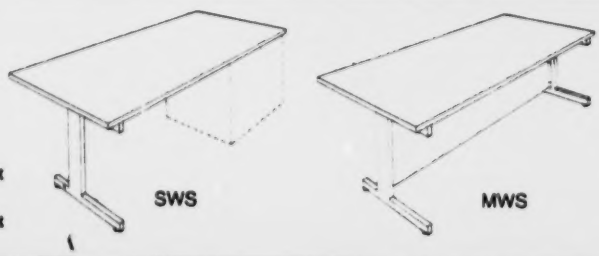
WORK STATION

MWS 3048—
'7⅜, W: 48, D: 30

S 3060—
27⅜, W: 60, D: 30

SWS 3048—
W: 48, D: 30 x Systems cabinet height

SWS 3060–
W: 60, D: 30 x Systems cabinet height



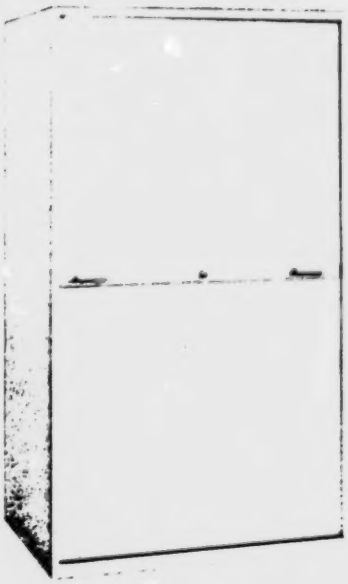
MODEL SERIES MWS SWS

Time Saved is Money Earned
Use FENCO Check Flow Retention Systems

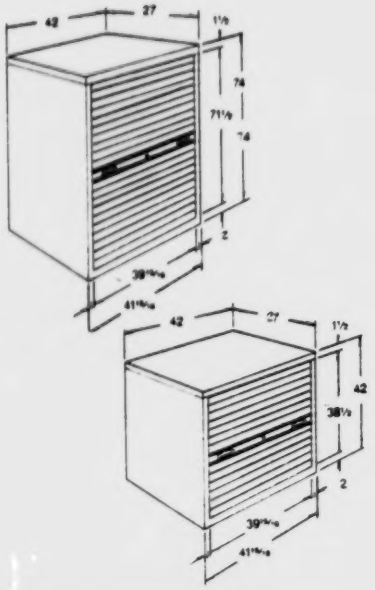
At today's interest rates, float time is a key to "lost and found" dollars. Create additional "found" dollars utilizing FENCO's C.F.R.S. FENCO has designed two different sized check processing trays so strong and apart from the competition that they are guaranteed for life. Models #5010, #5020 and #5030 are vacuum formed in General Electric's ultimate plastic, Noryl. The competition uses A.B.S. or, at the best, a flame retardant A.B.S. plastic. Put a match to fire retardant A.B.S. and it catches aflame... not so with Noryl, although it will eventually melt around the documents inside. The physical properties of Noryl dictate that it is 2.7 times as strong as A.B.S., yet 20% lighter in weight. Options include infinitely adjustable follower blocks, factory riveted label holders and a locking lid (for Model #5010 only).

To store the industry's only guaranteed trays, FENCO needed to design the ultimate storage unit. Hence, we proudly introduce Models #5092 and #5094, the industry's only center locking aluminum tambour door design. This unique FENCO design features an all aluminum tambour door construction that meets and locks in the center of the unit. All competitive units are designed so that the door meets and locks at the bottom of the unit. Only FENCO relieves you of the strain of the bottom locking tambour door. FENCO's design allows you to stand erect and, as you push the center handle up, the bottom automatically recedes. Interior drawer construction and a unibody arc-welded exterior offer unmatched security in tambour door check processing storage.

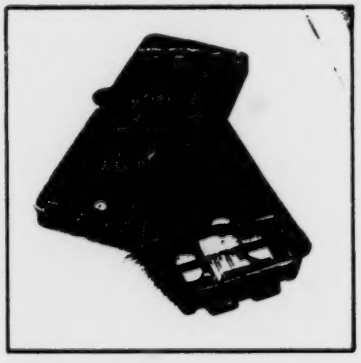
FENCO also offers stainless steel fixed or mobile open shelving. Designed for daily check processing use, these units are not only good looking, but rugged as well. The design allows you to build as you grow. Start with a 4 shelf unit and grow to as much as 10 shelves. FENCO, thinking with you, thinking for you!



5094



5010



5042

5060

ERIC Ready Reference #5
Revised January 1990

ERIC Price Codes

PAPER COPY /HARD COPY

PRICE CODE	PAGINATION	PRICE
PC 01	1 - 25	$ 2.03
PC 02	26 - 50	4.06
PC 03	51 - 75	6.09
PC 04	76 - 100	8.12
PC 05	101 - 125	10.15
PC 06	126 - 150	12.18
PC 07	151 - 175	14.21
PC 08	176 - 200	16.24
PC 09	201 - 225	18.27
PC 10	226 - 250	20.30
PC 11	251 - 275	22.33
PC 12	276 - 300	24.36
PC 13	301 - 325	26.39
PC 14	326 - 350	28.42
PC 15	351 - 375	30.45
PC 16	376 - 400	32.48
PC 17	401 - 425	34.51
PC 18	426 - 450	36.54
PC 19	451 - 475	38.57
PC 20	476 - 500	40.60
PC 21	501 - 525	42.63
PC 22	526 - 550	44.66
PC 23	551 - 575	46.69
PC 24	576 - 600	48.72
PC 25	601 - 625	50.75
PC 26	626 - 650	52.78
PC 27	651 - 675	54.81
PC 28	676 - 700	56.84
PC 29	701 - 725	58.87
PC 30	726 - 750	60.90
PC 31	751 - 775	62.93
PC 32	776 - 800	64.96
PC 33	801 - 825	66.99
PC 34	826 - 850	69.02
PC 35	851 - 875	71.05
PC 36	876 - 900	73.08
PC 37	901 - 925	75.11
PC 38	926 - 950	77.14
PC 39	951 - 975	79.17
PC 40	976 - 1,000	81.20

ADD 2.03 FOR EACH ADDITIONAL 25 PAGES,
OR FRACTION THEREOF

MICROFICHE

PRICE CODE	PAGINATION	NO. OF FICHE	PRICE
MF 01	1 - 480	1-5	$ .86
MF 02	481 - 576	6	1.03
MF 03	577 - 672	7	1.20
MF 04	673 - 768	8	1.37
MF 05	769 - 864	9	1.54
MF 06	865 - 960	10	1.71
MF 07	961 - 1,056	11	1.88
MF 08	1,057 - 1,152	12	2.05
MF 09	1,153 - 1,248	13	2.22
MF 10	1,249 - 1,344	14	2.39
MF 11	1,345 - 1,440	15	2.56
MF 12	1,441 - 1,536	16	2.73
MF 13	1,537 - 1,632	17	2.90
MF 14	1,633 - 1,728	18	3.07
MF 15	1,729 - 1,824	19	3.24

ADD $0.17 FOR EACH ADDITIONAL MICROFICHE
(1-96 PAGES)

ERIC Ready Reference #7
Revised January 1990

ERIC Fact Sheet*

I. Database Building

A. Documents	
1. Documents Evaluated Annually for Possible Addition to ERIC Database	25,000
2. Documents Added to ERIC Database (*Resources in Education* file)	
a. Monthly (Average)	1,025
b. Annually (Current Level)	12,500
c. To Date (1966 through December 1989)	302,187
B. Journal Articles	
1. Journal Titles Covered (i.e. regularly analyzed for education-related articles)	762
2. Journal Articles Added to ERIC Database (*Current Index to Journals in Education* file)	
a. Monthly (Average)	1,500
b. Annually (Current Level)	18,000
c. To Date (1969 through December 1989)	394,599
C. Total Accessions in ERIC Database (1966-1989)	696,786
D. Organizations Contributing Documents to ERIC	
1. Total to Date (1966-1989)	~32,000
2. Active Within Last Five Years	12,000
3. Standing Acquisition Arrangements (Organizations Automatically Sending ERIC Their Documents)	1,250

II. Document Delivery

A. Microfiche Production Activity	
1. Titles Microfiched	
a. Monthly (per RIE issue)	1,000
b. Annually	12,000
2. Microfiche Cards per Title (Average)	1.4
3. Microfiche Cards Delivered per Subscriber	
a. Monthly (per RIE issue)	1,400
b. Annually	16,500
B. Sales Activity (from EDRS)	
1. Standing Order Subscriptions for ERIC Microfiche	820
2. Microfiche Cards Sold Annually (in 1989)	
a. Standing Order Subscriptions	14,951,312
b. Back Collections	4,306,816
c. Collections by Clearinghouse	114,069
d. On Demand Orders	22,266
	Total 19,394,463
3. On-Demand Document Orders Processed Annually (Microfiche or Paper Copy)	12,000

* Many of the statistics reported here are constantly changing and therefore have been rounded.

III. Publications

A. ERIC Clearinghouse Publications (all types) (1967-1989)	5,47
B. ERIC Digests (Highlights and syntheses of research findings on major topics)	
1. Total ERIC Digests (through 1989) (Increase Approx. 160/yr.)	~850
2. ERIC Digests Available Online	318
C. Abstract Journals	
1. Subscriptions to *Resources in Education* (RIE)	2,000
2. Subscriptions to *Current Index to Journals in Education* (CIJE)	1,800

IV. User Services

A. Subscriptions to ERIC Magnetic Tapes	40
B. ERIC Information Service Providers	
1. Offering Access to ERIC Microfiche Collections and Other Services	
a. Domestic	791
b. Foreign	114
	Total 905
2. Offering Computer Searches of ERIC Database	500
C. Inquiries/Questions Answered Annually	
1. ERIC Facility	3,000
2. Clearinghouses (16)	115,000
D. ERIC on CD-ROM Subscriptions (All Vendors)	~1500
E. ERIC Online Searching Usage (Connect Hours — All Vendors)**	~100,000

V. Authority Lists

A. *Thesaurus of ERIC Descriptors*	
Total Vocabulary Terms (as of 11th edition, 1987)	9,459
B. *Identifier Authority List*	
Total Identifiers (as of June 1987)	41,149
C. *Institutional Source Directory* (Complete)	
Organizations/Institutions that have Contributed Documents to the ERIC Database (as of December 1988)	29,647
D. Other Authority Lists	
a. Languages	168
b. Geographic Locations	217
c. Publication Types	38
d. Government Levels	5
e. Target Audiences	11

** Includes DIALOG, BRS, ORBIT, and Foreign Vendors

Corporation for Research and Educational Networking

January 3, 1990

Mr. Ted Brandhorst
Educational Research Institutional Center Processing & Ref. Facility
2440 Research Blvd.-Suite 550
Rockville, MD 20850

Dear Mr. Brandhorst:

Thank you for your interest in CREN and its networks, BITNET and CSNET. CREN, the Corporation for Research and Educational Networking, replaces the old BITNET, Inc. corporation as the provider of BITNET and CSNET networking services to facilitate education, research, and development through electronic collaboration and information dissemination throughout the world.

CREN offers its members the ability to communicate worldwide via electronic mail, both individually and in self-determined interest groups. CREN also provides convenient file transfer and information-access capabilities, electronic access to computer-based data and documentation, and mail access to other networks via "gateways."

This CREN Information Packet provides, in three "chapters," information on becoming a Member or Affiliate of CREN, on the CSNET network, and on the BITNET network. Becoming a Member or Affiliate of CREN is a prerequisite to participation in the BITNET and/or CSNET networks and the services they provide. If you know which CREN network you are interested in, you may wish to ignore the material on the other network. Otherwise, you should browse through both to get a flavor of the two.

Please call the CREN Information Center or the BITNET Network Information Center at EDUCOM (202-872-4200), or the CSNET Coordination and Information Center at BBN Systems and Technologies Corporation (617-873-2777), for additional information and/or answers to any questions you may have.

We look forward to further communication with you -- ultimately via BITNET and/or CSNET.

Sincerely,

Amanda L. Spiegel

Amanda L. Spiegel
Executive Assistant
Corporation for Research and Educational Networking

1112 16th Street N.W. - Suite 600, Washington, DC 20036 . (202) 872-4200 . Fax (202) 872-4318

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The ERIC Review

Dissemination Plan

ERIC is introducing a new systemwide publication: The ERIC Review. The purpose of The ERIC Review is to reach beyond ERIC's "traditional" audiences and provide education practitioners with education research information and news they can use.

The ERIC Review, produced by ACCESS ERIC, is designed to help readers stay informed of recent research findings and critical trends and issues in education. It will also be a tool for announcing and promoting important ERIC System developments, new products, and services.

The ERIC Review is written and designed for the education practitioner in the broadest sense. This includes teachers, professors, principals, and education students. Although The ERIC Review's main audience is the practitioner, information in this publication will be useful to policymakers, librarians, researchers, and others who need to stay abreast of what is happening in education and in ERIC.

Test Market

Based on recommendations by its Advisory Board, ACCESS ERIC plans a test mailing of the pilot issue. A test mailing will help ACCESS ERIC refine the content of The ERIC Review before it is distributed to a broad national education audience. It will allow ACCESS ERIC to solicit feedback from readers on the content's usefulness and the format's effectiveness, collect ideas for improvement, and determine subject areas of interest to readers.*

Approximately 5,000 copies of the pilot issue will be printed at GPO for free distribution. Of these, 2,000 will be distributed to the ERIC System for review and evaluation as follows:

- Central ERIC (100)
- Clearinghouses and Facility (500 total)
- Partners (500)
- Standing Order Customers (900, many of which are college and university libraries)

(Total ERIC System Distribution--2,000)

* To collect this information, the pilot issue will include a reader survey. (The survey is being developed with input from OERI and the Clearinghouses.)

In addition to evaluation by the ERIC System, a test audience representative of the proposed readers of The ERIC Review will receive review copies of the pilot issue. ACCESS ERIC is tapping many sources, both within the ERIC System and outside of it, to compile the mailing list for the test market. Sources include the ACCESS ERIC databases, OERI's mailing lists, and association directories and mailing lists.

A total of 2,970 copies will be sent to the test audience, which is broken down into three key groups: education practitioners, policymakers, and librarians. The test audience and dissemination methods for reaching these groups are described below.

Education Practitioners

The education practitioner is one of The ERIC Review's primary target audiences. Thus, ACCESS ERIC has allocated the bulk of the pilot copies to readers in this user group.

The American Federation of Teachers is providing ACCESS ERIC with mailing labels for deans of colleges of education. ACCESS ERIC will randomly select 100 names and send each dean five copies of the pilot issue: one review copy, two copies to pass on to education professors, and two for senior education majors.

Using the National Education Association Directory, ACCESS ERIC will send seven review copies to the presidents of State teachers associations. We will ask them to review a copy and give the remaining six to fellow teachers for evaluation.

ACCESS ERIC is working with the assistant director of membership at the National Association of Elementary School Principals to acquire free mailing labels for the names of 350 randomly selected principals. We also have contacted the National Association of Secondary School Principals and will receive 350 names.

To summarize the breakdown for education practitioners:

Deans of Colleges of Education--100
College Education Professors--200
Senior Education Majors--200
Teachers--350
Elementary School Principals--350
Secondary School Principals--350

Total distribution to education practitioners--1,550

Education Policymakers

To reach education policymakers at the State level, ACCESS ERIC has acquired a mailing list of executives of each State school board association. The staff has also contacted the National Governors' Association to request the names of education representatives from each State governor's office.

In addition, ACCESS ERIC has requested a random sample of 300 subscriber names from the National School Board Association's journal. This mailing list is available for $60 per 1,000 names; ACCESS ERIC will contact Deborah Hepp of member services to try to obtain a partial list for free. The National Conference of State Legislatures has agreed to send ACCESS ERIC mailing labels for 100 names.

Breakdown:

School Board Members--300
District Superintendents--250
Executives of State School Board Associations--60
Education Policymakers in State Government--60
National Conference of State Legislatures--100

Total distribution to education policymakers--770

Librarians

ACCESS ERIC has contacted the American Association of School Librarians and the Public Library Association to obtain the names of librarians from each association. College and research librarians will be reached through the mailing of 900 copies to ERIC Standing Order Customers, the majority of which are college and research libraries.

Breakdown:

Elementary, Middle, and Secondary School Librarians--200
Public Librarians--100
Special Librarians--100
College and Research Librarians--(Included in the mailing to 900 Standing Order Customers)

Total distribution to librarians--400

In addition, about 250 individuals have requested information by calling ACCESS ERIC's toll-free telephone line. Callers include teachers, librarians, school superintendents, principals, researchers, and others interested in education. These individuals represent key audiences for The ERIC Review and will be included in the test market. They will receive a pilot issue with a cover letter asking them to review and complete the reader survey.

Format, Style, and Content

Published three times a year, The ERIC Review will be an 8 1/2"x 11" publication approximately 20 pages in length. It will have a two-color cover on coated paper stock. The text may include tables, charts, graphs, and photographs.

The text of The ERIC Review will be derived in some part from materials already written and approved for publication by other ERIC System Components and the Department of Education. However, ACCESS ERIC staff may revise the text to interest a general education audience by making it more journalistic.

ACCESS ERIC follows GPO style, but not at the expense of clarity and audience. By keeping the nontechnical audience in mind, we will set the tone for the publication.

The ERIC Review will contain the following sections:

o **From the Director**--A column from the ERIC Director.

o **Lead article**--The lead article will present recent study findings on a current issue in education or a major ERIC System development. It will provide a synthesis of Research being conducted by scholars on topics of interest to practitioners, policy makers, and educators. Although the lead article will focus on a specific topic, the topic will be of interest to a wide audience within the education community. For example, the topic of a future lead article may be AIDS and education--administrators are interested in the policies other school districts have implemented; teachers need resources to help them educate their students about AIDS; parents are concerned about the AIDS education curriculum in their child's school and how to respond to their child's questions about AIDS. The following criteria will be used to evaluate documents considered for The ERIC Review.

1) Candidate documents will provide comprehensive coverage of the subject and make a significant contribution to discipline knowledge.

2) Documents will be timely, authoritative, and normally, of interest to a significant segment of the educational community.

3) Documents will not be rejected solely on the basis of positions taken by the author.

4) Documents will provide information in the form of studies that present a thesis as a result of research or investigation; reports that provide descriptive or evaluative accounts of programs or projects; and works that examine problems and provide specific solutions in the discipline.

o **Research in Action**--This column will consist of reprints of ERIC Clearinghouse Digests. One to three Digests (subject to space availability) will be selected for each issue based on the following criteria:

1) Published in the current year.

2) Broad scope of interest to a majority of The ERIC Review's audience. For example, a Digest on "Improving Teaching Techniques" would be selected over one on "Teaching Science to Elementary School Children". A digest on a narrow subject may be used if it is currently a "hot" topic in education.

3) Relevancy to the lead article. If, for example, the lead article deals with multicultural education, a Digest may be selected on the topic of foreign languages, special education programs for minorities, bilingualism, or biculturalism.

o **New Titles in Education**--This column will announce acquisitions to the database that have been published in the current year as well as new Clearinghouse publications. Each title will also include author, ED or other order number, price, availability, and a brief abstract. Clearinghouses should submit, on a regular basis, titles that meet the following criteria:

1) Published in the current year.
2) A. Covers a "hot" topic, a subject of national interest, or a significant topic in a Clearinghouse's subject-specific area.
B. Promotes a new Clearinghouse publication.

o **For Your Information**--Provides an opportunity for ERIC Components to announce:

1) Services such as custom searchers or the ERIC Users Electronic Bulletin Board.

2) Programs, including training seminars.

3) New products other than books, including Information Packets, ERIC Clearinghouse Digests, etc.

4) Miscellaneous items, such as a call for papers.

o **Calendar**--Announces upcoming education-related events, including conferences, seminars, and workshops. Each listing will contain the event title; sponsoring agency; contact person's name, address, and telephone number; event location; and date.

o **Order form**--A mail-back order form will allow readers to order products that are mentioned in The ERIC Review and produced by ERIC Components.

o **Miscellaneous**--Letters from readers discussing ERIC issues and/or commenting on articles.

Quality Control and Evaluation

Several evaluation methods will be used to gauge the effectiveness of The ERIC Review. A reader feedback and subscription tear-off form (see attached sample questions) will be included in the pilot publication as well as future issues. The return rate of the forms and the information they provide will indicate The ERIC Review's usefulness to readers and their interest in the content. Reader's input will be valuable in making improvements to The ERIC Review. Once the results have been tabulated and studied, a summary of the survey results and recommendations will be distributed to the ACCESS ERIC Advisory Board, The ERIC Review Editorial Board, and Central ERIC.

Returned order forms will also serve as an evaluation tool. The number of orders received as a result of announcements in The ERIC Review will indicate its effectiveness in communicating specific messages.

As part of an ongoing evaluation process, ACCESS ERIC will actively solicit feedback from readers. ACCESS ERIC will use "From the Director" and "Letters to the Editor" columns to invite readers to call or write with their comments and suggestions. Staff will also encourage feedback from the ERIC Components, Clearinghouses, Partners, and other ERIC constituencies.

Editorial Review Board

The ERIC Review is expected to play a major role in describing, presenting, and promoting ERIC System products and services, and will be a vehicle to assist OERI's dissemination efforts. To ensure the quality of the publication's content, the ACCESS ERIC Advisory Board has recommended an editorial review board be established.

ACCESS ERIC invited six people, selected from the ACCESS ERIC Advisory Board, OERI/ERIC, and the ERIC Clearinghouses, to be members of an editorial review board for The ERIC's Review. The following have agreed to sit on the Editorial Review Board:

Pat Coulter
Stuart Smith
Bob Stonehill
Todd Strohemenger
Judy Wagner
Garry Walz

The Editorial Review Board's role is to advise ACCESS ERIC on the long-range schedule of theme-oriented issues for the publication. Board members will help ACCESS ERIC identify contributors most suited and willing to provide lead articles. In addition, the Review Board will be the final step in the quality verification cycle.

OMB Control Number _____
Expiration Date _____
ID # _____

The ERIC Review Reader Survey

To help us improve future editions of The ERIC Review and provide you with useful and timely education information, please take a few minutes to complete the questions below in the space provided. For questions with multiple responses, check the box of the one most appropriate answer. Return the survey to: ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20872.

1) Have you ever used the ERIC System, i.e., ERIC services or resources?

[ ] Yes (Please select all that apply.)

[ ] Resources in Education
[ ] Thesaurus of ERIC Descriptors
[ ] ERIC online database
[ ] ERICTools
[ ] ACCESS ERIC
[ ] Current Index to Journals in Education
[ ] ERIC on microfiche
[ ] ERIC on CD-ROM
[ ] ERIC Clearinghouses
[ ] Other _____

[ ] No

2a) In this issue of The ERIC Review was the information found in the sections listed below useful?

	Yes	Somewhat	No
Feature article	[ ]	[ ]	[ ]
Research in Action	[ ]	[ ]	[ ]
New Titles in Education	[ ]	[ ]	[ ]
Calendar of Events	[ ]	[ ]	[ ]

2b) What did you like/dislike about the feature article?

	Like	Dislike	N/A
Conclusions	[ ]	[ ]	[ ]
Readability	[ ]	[ ]	[ ]
Presentation of viewpoints	[ ]	[ ]	[ ]
Well-known author	[ ]	[ ]	[ ]
Length	[ ]	[ ]	[ ]
Timeliness	[ ]	[ ]	[ ]

Comments: _____

_____

_____

Completion of information on this form is voluntary. This information shall not be duplicated, used, or disclosed in whole or in part for any purpose other than to evaluate The ERIC Review.

Public reporting burden for this collection of information is estimated to average .50 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of this information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1850-NEW, Washington, D.C. 20503.

The ERIC Review Reader Survey

3) What subjects in education would you like to see future issues cover? _____
_____
_____
_____

4) What types of articles would you like to see more of in The ERIC Review?

[ ] Evaluation [ ] Hot topics [ ] Research
[ ] Opinion [ ] Resources [ ] Other. Please specify _____

5) Would you like a free subscription to The ERIC Review?

[ ] Yes.
[ ] No. Why not? _____
_____
_____

6) How would you make The ERIC Review accessible to your staff and colleagues?

[ ] Circulate [ ] Photocopy [ ] Other. Please specify _____

7) Who else in your organization should receive this publication?

_____
(Name) (Title)

8) Would you recommend The ERIC Review to a colleague?

[ ] Yes.
[ ] No. Why not? _____
_____
_____

9) What is your position? (Please select the most appropriate category.)

A. Local Schools

	Principal	Counselor	Librarian	Teacher
Elementary School	[ ]	[ ]	[ ]	[ ]
Middle/Junior School	[ ]	[ ]	[ ]	[ ]
Senior High School	[ ]	[ ]	[ ]	[ ]

The ERIC Review Reader Survey

B. Local/County Districts

[ ] Superintendent [ ] School Board Member [ ] Other. Please specify _____

C. State Level

[ ] State Education Office [ ] School Board Member [ ] Other. Please specify _____

D. Postsecondary Level (college/university)

[ ] Administrator [ ] Professor/Instructor [ ] Counselor
[ ] Student [ ] Other. Please specify _____

E. Library

	Administrator	Librarian
Public Library	[ ]	[ ]
Special Library	[ ]	[ ]
Academic Library	[ ]	[ ]

10) Comments/suggestions to help The ERIC Review better serve your needs: _____

Please complete this section only if you are requesting a subscription or to be placed on our mailing list.

[ ] Yes, I would like a free subscription to The ERIC Review.

[ ] Please place me on your mailing list. I would like more information about ERIC resources and products.

Full Name _____

Title _____

Organization _____

Street Address _____

City, State, ZIP _____

Telephone Number _____

The ERIC Conference Calendar

Dissemination Plan

The ERIC Conference Calendar was originally designed as an annual publication listing all conferences attended by Clearinghouse staff and those at which papers and documents are solicited for the ERIC database. It was distributed in hard copy by the ERIC Processing and Reference Facility and used by the ERIC System Components for conference planning. The Calendar ensured that ERIC was well represented at conferences and prevented duplication of efforts should more than one component plan to attend the same conference.

To increase the Calendar's usefulness, ACCESS ERIC is recommending that the publication expand its listings to include education-related conferences in addition to those at which ERIC is represented. This will make it a product helpful to and desired by current ERIC users as well as new user groups--practitioners, policymakers, and education students--ACCESS ERIC is cultivating.

The new ERIC Conference Calendar published by ACCESS ERIC will provide essential information users need to make decisions regarding conference participation and attendance. The Calendar will be an extensive, though not exhaustive, listing of education-related conferences and will include the following pertinent information:

- Conference title
- Sponsoring agency
- Conference contact person
- Registration fees and deadlines
- Subjects covered at conferences
- ERIC Clearinghouse participation
- Conference date
- Location
- Estimated number of attendees

To reflect its broader function, ACCESS ERIC recommends that the Calendar title be changed to the ERIC Calendar of Education-Related Events.

ACCESS ERIC will solicit conference information from each ERIC Component. Staff will search EVENTLINE to identify other education-related conferences that may be of interest to ERIC users. In addition, a one-page announcement in each Calendar will invite readers to submit announcements of their organizations' conference, workshop, or seminar.

Information will be input to a dBase file that is searchable by ACCESS ERIC staff on request. The resulting data file will also be searchable online through a vendor. (See Exhibit 1 for a complete listing of searchable fields.)

The main Calendar entries will be arranged chronologically. Five indexes, arranged alphabetically, will help the users easily locate information on a specific conference:

- o Clearinghouse participation
- o Conference name
- o Geographic location
- o Sponsor
- o Subject

Dissemination

The Calendar will be ACCESS ERIC's first fee-for-service product. However, two hundred Calendars will be printed for free distribution to Central ERIC, the Clearinghouses, and Components (20 copies each).

As a fee product, the Calendar will be available in two formats: on floppy disk and in paper copy. Fees will be determined based on reproduction, handling, and postage costs. ACCESS ERIC will set single copy prices as well as prices for multiple paper copies. The Calendar will also be accessible through online vendors; fees for searches and printouts will be determined by individual vendors.

Although these mediums have overlapping audiences, the primary users for paper copies include State and local education policymakers and superintendents, principals, and teachers. The floppy disk version and online availability will appeal more to users with access to computer terminals such as university researchers, faculty, and librarians and education students.

Specific Strategies

As part of its dissemination plan to inform current and potential ERIC users of this new product, ACCESS ERIC will prepare an announcement flyer and a press release. Outlined below are six specific promotional strategies to reach the target audiences discussed above.

1. Provide announcement flyers to the Clearinghouses and the ERIC Facility for distribution to their constituents.

2. Mail the announcement flyer to the ACCESS ERIC mailing list, ERIC Information Service Providers, Education-Related Information Centers, and ERIC Partners.

3. Send press release to members of the education press (a mailing list is available from OERI).

4. Announce the Calendar in All About ERIC and The ERIC Review as well as other ERIC publications and the OERI Bulletin.

5. Distribute announcement flyers at conferences sponsored by:

   American Association of School Librarians
   American Society for Information Science
   Association for the Study of Higher Education
   American Federation of Teachers
   National Education Association
   National Association of Elementary School Principals
   National Association of Secondary School Administrators
   National School Boards Association
   National Alliance of Black School Educators

Note: Distributing the flyers at conferences that ACCESS ERIC or other ERIC Components are attending is an effective and efficient method of dissemination. Whenever possible, staff will take advantage of this direct, one-on-one method of reaching members of associations. (See Strategy 6 for reaching members of other associations.)

6. Contact the following associations and request that they either distribute announcement flyers to their constituents or run the press release in their association publication:

   American Association of State Colleges and Universities
   American Educational Research Association
   American Library Association
   Education Commission of the States
   National Association of Counties
   National Association of State Boards of Education
   National Association of School Superintendents
   National Conference of State Legislatures
   National Council of State Education Associations
   National Governors' Association

Feedback

Feedback will be used to evaluate the Calendar's usefulness and to improve and update the content. ACCESS ERIC will track subscription requests resulting from each promotional effort to evaluate user interest in the Calendar. Staff will monitor and record the number of Calendar requests and the number of times it is used as a reference tool by ERIC information specialists. They will also analyze renewal statistics to identify the Calendar's primary audiences. Blank forms will be included in the back of the Calendar to permit organizations to submit changes and suggestions.

Exhibit 1

Searchable Fields

o Conference name/sponsor--The name of the conference.

o Conference sponsoring organization--The organization identification number for the agency sponsoring the conference.

o Acronym for conferences--An acronym often used in lieu of the conference name.

o Conference beginning date--The first day of the conference.

o Conference ending date--The date the conference is scheduled to end.

o Deadline for registration--The deadline for registering for the conference.

o Conference city--The city where the conference will be held.

o Conference State--The State where the conference will be held.

o Conference country--The country in which the conference is being held (if held outside the United States).

o Conference contact--Name and/or title of the organizational contact for information concerning the conference.

o Contact telephone--The telephone number of the conference contact person.

o Street address of hotel--The street address of the hotel where the conference will be located.

o Hotel or center hosting the conference--The name of the hotel and/or conference center hosting the event.

o Hotel telephone number--The telephone number of the hotel's reservation/information desk.

o ZIP code of hotel--The ZIP code of the hotel where the conference will be held.

o Conference details--Details of the conference, including any registration fees, preconference information, and other useful facts. (This is not a searchable field.)

o Estimated number of attendees--The estimated number of people who will be attending the conference.

o Participating ERIC Component--The acronym for the ERIC

Component participating in the conference.

o Space available for exhibit--Indicates that an ERIC Component will be exhibiting at the conference.

o Materials sent for exhibit--Indicates that materials will be sent by an ERIC Component for exhibit at the conference.

o Non-ERIC funding--The number of staff participating in the conference who are attending on non-ERIC funding.

o Soliciting papers for the conference--Indicates that conference papers will be solicited for the ERIC database.

o Presentation--Indicates that the participating ERIC Component will make a presentation at the conference.

o Participating ERIC staff--The number of conference participants from each ERIC Component.

o Date conference added--The date the conference was added to the ACCESS ERIC database.

o Date of last update--The date this record was last updated.

ACCESS ERIC
1600 Research Boulevard, Rockville, MD 20850 • 1-800-USE-ERIC

January 29, 1990

Mr. Ted Brandhorst
ERIC Processing and Reference Facility
ARC Professional Services Group
Information Systems Division
2440 Research Boulevard, Suite 400
Rockville, Maryland 20850-3238

Dear Ted,

Enclosed please find two copies of the ERIC Calendar of Education-Related Conferences. Should your clearinghouse need additional copies, please call Paula Seidman at 251-5199 or 1-800-USE-ERIC.

The Calendar, in a new, completely updated format, provides information on a wide variety of international, national, State, regional, and local education-related conferences. It is designed to help practitioners stay abreast of events scheduled for the next 12 months as well as continue to be a resource for ERIC System conference participation. The Calendar's new features include five indexes that allow users to quickly and easily identify conferences of interest.

This fee-for-service product is available to requesters for $10, plus shipping and handling costs. Please refer all Calendar inquiries to ACCESS ERIC at the 800 number and we will promptly fill requests.

I welcome suggestions for improving the next edition of the Calendar and making it a more useful tool for education practitioners.

Sincerely,

Sam Fustukjian
Project Director, ACCESS ERIC

CONCLUSION BROCHURES
DISSEMINATION PLAN

Conclusion Brochures are publications synthesizing and summarizing significant conclusions of recent educational research on topics of interest to parents and educators. These publications are in response to the realization that educators and parents alike need to be aware of the latest findings in educational research; yet few of them have enough time to keep abreast of developments by reading lengthy reports or journal articles. Conclusion Brochures present the results of educational research to parents and educators in language that is jargon-free. The brochures also contain directory information on national organizations that could provide help to parents on the subjects covered in the text.

In a 1987 pilot project, 12 brochures were written, reviewed, and printed. The titles of these brochures were as follows:

What Can Kindergarten Teach Children About Reading?
How Can I Be Involved In My Child's Education?
How are Textbooks Selected?
How Do I Help My Child Say "No" To Drugs?
Is Repeating A Grade A Sign Of Failure?
How Can I Improve My Child's Reading?
How Are Teachers Selected?
How Can I Help Develop My Child's Language Skills?
How Can We Keep Students In School?
Should Gifted Students Be Grade Advanced?
Do Schools Teach Us Enough About Our Constitution?
What Alternative Do Public Schools Offer?

To determine the reception among target audiences and to test the success of various dissemination strategies, a small number of four of these brochures were distributed in Onondaga County, New York, in late 1987 to public and parochial schools, a day care facility, school superintendents, principals, school and public librarians, PTO/PTA presidents at elementary and middle schools, newspapers, and radio and television stations.

Results of this distribution effort indicated that parents and educators judged the brochures to be helpful and readable. Despite their brevity (500 to 600 words), more than half of the responses indicated that coverage of the subject was adequate. ACCESS ERIC's dissemination strategies will build upon the strengths of these results.

Content and Design

Annually, ACCESS ERIC will produce up to 10 Conclusion Brochures. It will review, update, and republish some of the existing brochures. It will also solicit from ERIC Clearinghouses other topics considered helpful to the targeted audiences, as well as attempt to produce two brochures that were planned for publication but were not delivered. These two titles are:

Improving Learning in Elementary School Science
Improving Learning in Elementary School Math

The design and content of Conclusion Brochures are premised on clarity, simplicity, and ease of comprehension. Two design comprehensives and the list of proposed topics will be presented to OERI. The designs will reflect the purpose of the brochures: to present research findings to a wide audience in an attractive format that is easy and inexpensive to reproduce. The design selected by OERI will be used for each brochure, giving the series a uniform look. ACCESS ERIC will also indicate if there are topics that require lengthier treatment than the norm. This may be necessary in writing about such controversial topics as choice of schools. Enlarging the brochures could easily be done by adding panels.

Market Testing

To ensure that the dissemination strategies described below will develop into an effective and comprehensive promotion plan for the Conclusion Brochures, ACCESS ERIC recommends that regional dissemination be done first. Before attempting national dissemination, ACCESS ERIC suggests testing the market in the Washington Metropolitan area. For example, copies of the brochure with an evaluation card would be sent to a sampling of public libraries, pediatric doctors, local PTA groups, local newspapers, and children's hospitals. (OMB clearance may be necessary for the evaluation card.) Based on the results of the returned evaluations, ACCESS ERIC would evaluate and revise as necessary the dissemination plan.

Dissemination

ACCESS ERIC has already begun dissemination of the Conclusion Brochures. To date, copies were distributed at the Association of American School Libraries Conference in Salt Lake City, Utah, and the National Black Child Development Institute Conference in Washington, D.C. Staff observed at both events that the brochures were quite popular with teachers, school librarians, and parents.

In addition, copies of How Do I Help My Child Say "No" To Drugs, How Can I Improve My Child's Reading? and What Can Kindergarten

Teach Children About Reading? were placed at the emergency room at Shady Grove Adventist Hospital in Rockville, Maryland. In response to an information request, ACCESS ERIC sent 100 copies of What Can Kindergarten Teach Children About Reading? and 200 copies of How Can I Improve My Child's Reading? to the Bradley Beach PTA in New Jersey.

In keeping with OERI's emphasis on expanding the audience for ERIC products, Conclusion Brochures will be distributed to parents, teachers, school librarians, pediatricians, other front line practitioners, and media education writers. This section describes the avenues that ACCESS ERIC will use to reach these audiences.

1. Associations
   Outreach for parents will be through the National PTA, American Pediatric Association, and ALA/Public Library Association. The American Association of School Libraries will be the primary avenue by which ACCESS ERIC will reach the school libraries. ACCESS ERIC will develop a press release announcing the Conclusion Brochures and network with the following associations to arrange placements in their member publications.

   American Association of School Libraries
   ALA/Public Library Association
   American Academy of Pediatrics
   American Pediatric Society
   Council for American Private Education
   Council for Exceptional Children
   National Association for the Education of Young Children
   National Association of Elementary School Principals
   National Conference of State Legislatures
   National Congress of Parents and Teachers
   National Parent Teacher Association

2. Camera-Ready Art
   ACCESS ERIC will prepare multiple copies of the camera-ready art for each Conclusion Brochure. Through conference networking, general response inquiries, and ads in newsletters and journals i.e. PTA Today, Education Weekly, and Instructor, ACCESS ERIC will announce the availability of the camera-ready art. Individuals and/or organizations can borrow the art to print multiple copies of the Conclusion Brochures for dissemination to their constituencies. This type of distribution will be ongoing throughout the year. It will enable a mass distribution of the Conclusion Brochures without incurring printing costs. Lending the camera-ready art will be encouraged to all agencies representing the audiences ACCESS ERIC is attempting to reach.

3. Editors of Local Weekly Newspapers

ACCESS ERIC will acquire a list of editors of local newspapers. This list will most likely need to be purchased. A press release regarding the Conclusion Brochures, as well as a sample, will be sent to approximately 200 newspapers. The newspapers will be encouraged to run the press release and/or the sample Conclusion Brochure. Readers will be encouraged to call ACCESS ERIC to obtain further information regarding the brochures. Each caller will be mailed single copies of any title requested and informed about the availability of the camera-ready art to print multiple copies.

4. Children's Hospitals

A list of approximately 100 children's hospitals across the country will be obtained by ACCESS ERIC. We will mail 10 to 20 copies of each title to the hospital library. While sitting in waiting rooms, parents are apt to read short, concise literature regarding their children's education. The citations at the end of each Conclusion Brochure provide parents with references to additional reading material.

5. Medical Journals

ACCESS ERIC will prepare and place drop-in ads in pediatric journals. The ads will describe Conclusion Brochures and invite doctors to call or write for free copies for their waiting rooms.

Evaluation and Critique

All manuscripts submitted for publication will be subjected to rigorous critique. After initial editing by ACCESS ERIC, the text will be reviewed by 1) ACCESS ERIC Project Director and 2) an outside expert from ACCESS ERIC Advisory Board, ERIC Partners, Clearinghouses, regional labs and centers, and OERI.

ACCESS ERIC
1600 Research Boulevard, Rockville, MD 20850 • 1–800–USE–ERIC

For release: Immediately
For more information, contact: Diane Loulou, 1-800-USE-ERIC or 301-251-5789

Make the Most of Your Child's Education--
Free Pamphlets for Parents and Teachers

You can't afford to be uninformed about your child's education but where should you turn for current and reliable information?

In response to parents' concerns about issues in education as reported in a recent Gallup Poll, the Educational Resources Information Center (ERIC), a nationwide education information network, has prepared the free Conclusion Brochure series.

Developed especially for parents and teachers, Conclusion Brochures synthesize recent education research on timely topics. Concerned parents and teachers can find out what they can do to help children with their education with these useful, easy-to-read pamphlets.

Written by experts in the education field, each of the 12 pamphlets provides practical information, including answers to commonly asked questions, organizations to call for help, and additional reading materials. The titles in the series are:

Do Schools Teach Us Enough About Our Constitution?
How Are Teachers Selected?
How Are Textbooks Selected?
How Can I Be Involved In My Child's Education?
How Can I Improve My Child's Reading?
How Can I Help Develop My Child's Language Skills?
How Can We Keep Students In School?
How Do I Help My Child Say "No" To Drugs?
Is Repeating A Grade A Sign of Failure?
Should Gifted Students Be Grade Advanced?
What Alternative Do Public Schools Offer?
What Can Kindergarten Teach Children About Reading?

Additional titles reflecting emerging trends and issues in education will be available in the future.

Order one or more titles by calling toll-free 1-800-USE-ERIC. (On request, bulk quantities are available to parent/teacher associations, schools, libraries, and other agencies.)

ERIC, a program sponsored by the U.S. Department of Education, Office of Educational Research and Improvement, helps those interested in education stay abreast of the most important developments in the field. Available toll-free (1-800-USE-ERIC), ACCESS ERIC keeps you informed of the wealth of education information offered by ERIC.

Call ACCESS ERIC today and gain entry to a world of education information. For more about ERIC, call 1-800-USE-ERIC, Monday through Friday, 8:30 a.m. to 5:30 p.m. (eastern time). Requests can also be made by writing: ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850 (FAX: 301-251-5212).

ACCESS ERIC
1600 Research Boulevard, Rockville, MD 20850 • 1-800-USE-ERIC

February 1, 1990

Mr. Ted Brandhorst
Director
ERIC Processing & Reference Facility
2440 Research Blvd
Rockville, MD 20850

Dear Ted,

It has been a while since my last correspondence of October 24, 1989. Since then we have celebrated a merry season and embarked upon a new decade. I'd like to take this opportunity to express my hope that yours was a warm, safe, and joyous holiday season.

As promised earlier, we would like to provide you with a progress report of what has been happening at ACCESS ERIC, as well as send a summary of the notes taken during our first annual meeting in September 1989. The notes are brief, but hopefully reflect the seriousness with which we have taken your comments and have begun implementing them.

Below are some of the major products that have benefitted from your direction and advice:

1. The ERIC Review. One of the most significant ACCESS ERIC products, this publication has become the subject of considerable discussion during the board meeting and later among ACCESS ERIC staff. The result is reflected in The ERIC Review Dissemination Plan (enclosed). In the Plan, we have endeavored to incorporate your advice on the frequency during Year 1, audience (who is our target audience and why), user feedback (included is a survey which has been submitted for OMB clearance), content and style (simple, practical and aimed at the practitioner).

2. Other ACCESS ERIC Products. December and January have been busy and productive for ACCESS ERIC staff. We have been working on a new Pocket Guide to ERIC, which will be reader friendly; it introduces ERIC, and informs readers about ERIC and its resources. It is aimed at an audience which is seeking an initial introduction to the ERIC System, its major services and products. Like other Pocket Guides, it is designed to be more of a reference and referral guide to ERIC end users, rather than a detailed manual.

The task of more detailed information about ERIC and its components falls within the realm of All About ERIC. This new publication will include information about "how to use ERIC," and "how to become an ERIC Partner" as well as descriptions of the clearinghouses. Its primary audiences are the educator and other intermediaries such as teachers and librarians who need more that just a cursory introduction to ERIC.

A natural product, the need of which is becoming more evident, is an "introduction and how to" to ERIC for the end user--students, teachers, and administrators. I hope we are able to develop such a product in the future.

3. Publicity and Awareness Product. We have also produced two news releases: a generic four-page article which introduces ACCESS ERIC, and an announcement highlighting ACCESS ERIC'S toll-free 800 number. These were sent to about 1,000 education editors, writers, and other media personnel. Both are enclosed, and are written in simple, jargon-free language intended to attract reader interest in ERIC services and products.

A third promotional product is the Catalog of ERIC Clearinghouse Publications. This marketing tool is developed to highlight the most current and significant publications available from the ERIC clearinghouses for a fee or free. It lists the products by clearinghouse and type of publication and provides ordering information.

4. Directory Products. By early spring, ACCESS ERIC will have produced four ERIC directories:

   Directory of ERIC Information Service Providers (sent for printing)

   ERIC Directory of Education-Related Information Centers (in progress)

   ERIC Conference Calendar (enclosed)

   Directory of ERIC Posters (in progress)

   Directory of ERIC Training Opportunities and Products (in progress)

   We will send you copies of the Directories in progress as soon as they become available.

5. Conclusion Brochures. These are publications synthesizing and summarizing research conclusions on topics of interest to parents and educators. The enclosed Conclusion Brochures: Description and Dissemination Plan gives a more detailed description of its audience, contents, and dissemination strategy.

Please call me or Diane Loulou if you have any questions about the content of the notes or this letter/progress report.

Sincerely,

Samuel Y. Fustukjian
ACCESS ERIC, Project Director

Enclosure(s)

ACCESS ERIC
1600 Research Boulevard, Rockville, MD 20850 • 1-800-USE-ERIC

ACCESS ERIC--Making Education Information Accessible

ACCESS ERIC is your gateway to ERIC--the Educational Resources Information Center--a nationwide information network designed to make education literature readily accessible. ACCESS ERIC's goal is to make ERIC's resources and services fully understood and used. As the outreach component of ERIC, ACCESS ERIC initiates activities to encourage the exchange of information between ERIC and its many user groups.

In May 1989, the U.S. Department of Education awarded a 3-year contract to operate ACCESS ERIC to Aspen Systems Corporation, Rockville, Maryland. ACCESS ERIC is the first new component to be added to the ERIC System since its creation 23 years ago.

ACCESS ERIC provides a comprehensive outreach and dissemination program for the entire ERIC System. It is responsible for developing and making publicly available several new ERIC- and education-related information files, producing system awareness products and publications, including The ERIC Review, and providing reference and referral services for the ERIC System. ACCESS ERIC is also responsible for assessment and evaluation of ERIC products and services.

ERIC, a program supported by the U.S. Department of Education, Office of Educational Research and Improvement (OERI), was established in 1966 to make government-sponsored educational research available from a single source. The ERIC System consists of Central ERIC, 16 subject-specific Clearinghouses, and four system support components, including ACCESS ERIC.

At the heart of ERIC is its database containing nearly 700,000 records of education-related documents and journal articles. You can access ERIC at about 3,000 locations around the world; ERIC collections and materials are found in every State in the United States and in more than 60 countries.

Available toll free (1=800=USE=ERIC), ACCESS ERIC keeps you informed of the wealth of information offered by ERIC and other education information service providers. ACCESS ERIC staff answers questions, refers callers to subject-specific information sources, and provides ERIC System publications.

ACCESS ERIC can help education practitioners, librarians, policymakers, researchers, students, and parents stay abreast of the most up-to-date developments in the education field. Through ERIC, you can access information on a wide range of subjects, such as:

- o Educational Testing
- o Computer Uses in Education
- o Multicultural Education
- o Television Viewing
- o Physical Education
- o At-Risk Youth
- o Compensatory Education
- o Language Handicaps
- o Distance Education
- o Substance Abuse
- o Job Skills
- o Parent-Child Relationships
- o Choice

ACCESS ERIC Reference Services Link You to Education Information

ACCESS ERIC reference staff can answer questions about the ERIC System, its Components, services, and products. They can refer you to the vast subject expertise in various fields of education possessed by the Clearinghouses. ACCESS ERIC also provides directory assistance by consulting the databases listed below and can suggest publications pertaining to your area of interest. For example, callers can receive information about:

- o ERIC Information Service Providers--Organizations that provide computerized searches of the ERIC database, have a sizable collection of ERIC microfiche, or subscribe to and collect ERIC publications.

- o Education-Related Information Centers--Resource centers and other agencies that provide information in education-related areas.

- o ERIC Conference Calendar--National and regional conferences relating to a full spectrum of educational topics.

- o ERIC Training Opportunities and Products--Information about training products and opportunities available on the use of the ERIC database and system.

This information is available in paper copy from ACCESS ERIC and will become accessible online from a database network in the near future.

Free Resources Available From ACCESS ERIC

Systemwide publications are designed to help you understand and use ERIC. Several of these publications also provide information about current education-related issues and research. To order any of the resources described here call ACCESS ERIC toll-free at 1=800=USE=ERIC.

Catalog of ERIC Clearinghouse Publications--A complete listing, including prices, of current publications produced by the ERIC Clearinghouses and Support Components.

The ERIC Review--Published three times a year, this publication keeps you informed of important ERIC and education-related developments. It features publications and research findings produced by the Department of Education, the Office of Educational Research and Improvement, and the ERIC Clearinghouses; announces recent acquisitions to the ERIC database, top sellers, and other new education publications; lists education-related conferences, meetings, and seminars; and highlights new ERIC products and services.

Pocket Guide to ERIC--This handy pamphlet introduces readers to the ERIC System, describes the vast array of resources available, and serves as a quick reference for answers to the most commonly asked questions about ERIC.

All About ERIC--Available free from ACCESS ERIC, this guide describes the ERIC System, its services and products, and their use. It includes ordering information for publications and a Clearinghouse directory.

Conclusion Brochures--These short, jargon-free brochures synthesize and summarize significant findings of recent education research on topics of interest to parents and educators, such as:

- o How Can I Improve My Child's Reading?
- o How Do I Help My Child Say "No" to Drugs?
- o How Can We Keep Students in School?

Outreach Services Expand the Information Network

ACCESS ERIC has taken a proactive role in its efforts to provide resources and information to educators, policymakers, parents, and others interested in education. Staff offer technical assistance to educators and other professionals who want to learn how to use ERIC services more effectively. They can help organizations develop education and information programs and improve existing services geared to their constituencies.

Staff members are available to make presentations about ERIC and can arrange to speak to your class or group. In addition, ACCESS ERIC staff:

- o Provides conference and workshop support.
- o Distributes a calendar of ERIC and other education-related conferences.

o Develops collaborative programs with organizations interested in education and related fields.

As the outreach component of ERIC, ACCESS ERIC also coordinates the Partners Program. ERIC Partners are organizations that work with ERIC to help their constituents obtain education information. This relationship provides Partners with free or discounted ERIC products, technical assistance from ACCESS ERIC, and opportunities for cooperative projects. In turn, Partners help ERIC disseminate information and acquire materials for the ERIC database.

Another important outreach service is the ERIC Users Electronic Bulletin Board. The Bulletin Board provides users with current information about ERIC products and services, as well as materials available from the Clearinghouses and user training resources and techniques. Users will be able to order certain publications online and download documents and other information to a microcomputer.

For technical assistance or more information about the ERIC System and ACCESS ERIC, call toll-free 1=800=USE=ERIC.

ACCESS ERIC
1600 Research Boulevard
Rockville, MD 20850

ACCESS ERIC
1600 Research Boulevard, Rockville, MD 20850 • 1-800-USE-ERIC

For release: Immediately
For more information, contact: Diane Loulou, 1-800-USE-ERIC or 301-251-5789

New 800 Number Makes Education Information Accessible

ACCESS ERIC is your gateway to the Educational Resources Information Center (ERIC), a nationwide information network designed to make education literature readily accessible. Available toll free--1-800-USE-ERIC--ACCESS ERIC keeps you informed of the wealth of education information offered by ERIC.

Sponsored by the U.S. Department of Education, Office of Educational Research and Improvement, ERIC helps teachers, journalists, librarians, students, parents, researchers, and policymakers stay abreast of the most important developments in the education field. Through ERIC, you can access information on a wide range of subjects, including:

- o Adult Literacy
- o Computer Uses in Education
- o Educational Reform
- o Language Handicaps
- o Preschool Programs
- o At-Risk Youth
- o Drug-Free Schools
- o Health Education
- o Multicultural Education
- o Television Viewing

With its toll-free number, 1-800-USE-ERIC, ACCESS ERIC makes it easy for you to locate and obtain education information. One call puts you in touch with ACCESS ERIC information specialists who can answer questions, refer you to subject-specific information sources, and provide education-related publications produced by ERIC. Specialists are also available to speak at conferences, seminars, and workshops about the ERIC System, its resources, and products.

Call ACCESS ERIC and gain entry to a world of education literature and information. For more about ERIC, call 1-800-USE-ERIC, Monday through Friday, 8:30 a.m. to 5:30 p.m. (eastern time). Requests for information can also be made by writing: ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850 (FAX: 301-251-5212).

EDUCATION DAILY

The education community's independent daily news service

Vol. 23, No. 12
Thursday, January 18, 1990

Access ERIC Up And Running, But Not Up To Its Billing

Although an ambitious project, the Education Department's new Access ERIC program doesn't yet fulfill ED's promise of a "one-stop shopping" center for education information, say some research officials.

"I don't see anything that will improve the system," said Stanley Zenor, executive director of the Washington, D.C.-based Association for Educational Communications and Technology. "The higher education people already know how to reach the ERIC clearinghouses, and this won't do them much good."

Conceived as "one-stop shopping" access to the 700,000-plus pieces of education research stored in ED's Educational Resources and Information Center (ERIC) system, Access ERIC, which ED unveiled this month, instead offers referral services to the materials via a toll-free telephone number (ED, May 26, 1989).

Zenor and others now see Access ERIC as a road map unsophisticated research-seekers can use to guide them through ED's intricate ERIC system, which includes 16 clearinghouses located throughout the country.

"It won't help our members," said William Russell, executive director of the American Educational Research Association. "I see the community it is striving to help the most at the local level: parents, students, teachers and local policymakers."

More A Bulletin Board

"Access ERIC is only a bulletin board of new data files," said Patricia Coulter, project monitor of the ERIC program for ED's Office of Educational Research and Improvement. It is "a place for people to start their research. To use ERIC's entire data base, users still will have to go to through an information vendor, such as Dialog."

Access ERIC callers reach an "information specialist" who guides them to the most appropriate source to answer their questions.

"They tell us the subject area, and we can send them a publication or refer them to someone at the appropriate clearinghouse," said Diane Loulou, publications dissemination coordinator for Access ERIC.

"ERIC is a decentralized system. It's spread out across the country," Coulter said. "Access ERIC helps guide people to the most appropriate source for the information they need."

Access ERIC Up And Running, But Not Up To Its Billing (Cont.)

But promising "one-stop shopping" may be overstating Access ERIC's benefits, says one ERIC official.

"Access ERIC is an ambitious undertaking, and to try and develop a one-stop shopping system overnight would have been naive," said Michael Eisenberg, director of the ERIC Clearinghouse on Information Services at Syracuse University in New York.

Nevertheless, Eisenberg said, "We're evolving. I can see Access ERIC becoming a one-stop center in five years," Eisenberg said. "But until [ERIC directors] decide exactly how we want them to do it, we'd like Access ERIC operators to refer people to the clearinghouses."

By summer, ED hopes to make Access ERIC available to computer users, but that may not be a cost-free service and will offer the same information available to callers to the toll-free number, Loulou said.

"We're still negotiating with a vendor for a computer link, and like other computer information services, there will probably be a small charge," Loulou said.

The computer service will highlight "hot" new topics that can be found in ERIC's huge data base, Coulter said.

Researchers also will still be able to access ERIC's data base at college and university libraries, where some documents also will be available, Coulter said.

Only time will tell if Access ERIC will be a success, Russell said.

"Others have tried to provide such information and failed. I hope Access ERIC can do it, but it may take a year or two before we'll know."

For more information, contact Access ERIC, 1600 Research Blvd., Rockville, Md. 20850, (800)USE-ERIC. –David Schumacher

[redacted]

SilverPlatter

Press Release
December 19, 1989

SilverPlatter® Releases Software for the Mac

SilverPlatter Information of Wellesley Hills, MA recently began shipping version 1.3 of MacSPIRS, its search and retrieval software for the Macintosh. Since 1985 the company has provided SPIRS, SilverPlatter Information Retrieval System software for the PC, to access its CD-ROM databases. The growing number of Mac users led SilverPlatter to recognize the need for Mac access to its information on CD-ROM.

During a two month controlled release program this past fall, SilverPlatter's Customer Support Department closely monitored MacSPIRS. The prevailing reaction of subscribers participating in this program was positive. They praised MacSPIRS for its ease of use, its windowing capability, lateral searching feature, and clear and concise context-sensitive help.

Today, MacSPIRS is available for use with seven of SilverPlatter's CD-ROM titles: ERIC, MEDLINE, PsycLIT, CANCER-CD, MathSci, OSH-ROM, and Peterson's College Database. During 1990, SilverPlatter will make its other CD-ROM titles compatible with MacSPIRS, starting with ClinMED-CD and NURSING & ALLIED HEALTH which will be ready by early February.

Version 2.0 of MacSPIRS is now in development and is scheduled for release in the fall of 1990. This enhanced version will include networking and daisychaining capabilities.

For further information, contact:

SilverPlatter Information, Inc.
37 Walnut Street
Wellesley Hills, MA 02181
U.S.A.
TEL: 1-800-343-0064 or
617-239-0306
FAX: 617-235-1715

SilverPlatter Information, Ltd.
10 Barley Mow Passage
Chiswick, London W4 4PH
ENGLAND
TEL: 0 800 282 133 or
01 995 8242
FAX: 01 995 5159

[redacted]

SilverPlatter

January 8th, 1990

Dear ERIC Subscriber:

Enclosed is the latest update to your ERIC CD-ROM subscription.

In the last update, SilverPlatter began a new return disc policy applicable to ERIC subscribers only. Instead of returning your superseded disc, we have asked you to destroy it by making a small cut with a scissor, and disposing of it. We are again requesting that you properly dispose of the superseded disk -- SP# 002-019 -- so that you will not experience any future problems.

By destroying the superseded disc, you will avoid technical problems which can occur with out-of-date discs. You will be keeping within the terms of your subscription and license agreement, and ensuring that no users are mis-using the data. Please note that this policy does not involve destroying any archival discs at this time.

We are sure that this honor system will save both time and money, although the success of the program hinges on your commitment to destroying the superseded discs.

If you have any suggestions, please call our U.S. customer support number at (800) 343-0064 in Massachusetts, or our London customer support number at 01-995-8242 or 0-800-282-133, or your local distributor.

Sincerely,

SilverPlatter Information

mrl-002-010890

SilverPlatter Information, Inc.
37 Walnut Street, Wellesley Hills, MA 02181, U.S.A. / 617-239-0306 / FAX: 617-235-1715 / ALANET: 41: ALA1886
10 Barley Mow Passage, Chiswick, London, W4 4PH, England / 01-995-8242 / FAX 01-995-5159

[redacted]

SilverPlatter

Press Release
January 1990

SilverPlatter and PBS Announce Interface of Bibliographic Products

SilverPlatter Information of Wellesley Hills, MA and Personal Bibliographic Software (PBS) of Ann Arbor, MI recently announced SP-Link™, an interface between downloaded SilverPlatter records and Pro-Cite®, a database management program from PBS. The companies also announced that SilverPlatter will distribute PBS products.

SilverPlatter's standard search and retrieval software is used to access its over 35 databases published on CD-ROM for the educational, social sciences, scientific, agricultural, and medical communities. Records retrieved from a search on a SilverPlatter database can be downloaded and automatically transferred into PBS' reference management tool, Pro-Cite. Records are transferred to Pro-Cite using a PBS data transfer program, Biblio-Link, and SilverPlatter's SP-Link.

After the transfer to Pro-Cite, SilverPlatter records can be searched, sorted, edited, indexed, and formatted into any bibliographic style. Pro-Cite is a valuable tool for any professional who manages reference information. It also minimizes the effort of organizing references and producing bibliographies.

SP-Link will be available early this year for IBM personal computers and compatibles. For pricing and availability, contact:

SilverPlatter Information, Inc.
37 Walnut Street
Wellesley Hills, MA 02181
TEL: 1-800-343-0064
617-239-0306
FAX: 617-235-1715

PBS, Inc.
525 Avis Drive, Suite 10
Ann Arbor, MI 48108
TEL: 313-996-1580
FAX: 313-996-4672

1013

[redacted]

SilverPlatter

Press Release
December 27, 1989

Reference Manager to Interface with SilverPlatter

Research Information Systems has developed Capture Module, an interface that enables its Reference Manager software to work with bibliographic information published on CD-ROM by SilverPlatter Information. This database management program is combined with a text-reformatting module which stores bibliographic references downloaded from a retrieval system. Users can later incorporate stored references into manuscripts for publication.

Reference Manager keeps track of references downloaded from library search services such as SilverPlatter's PsycLIT, AGRICOLA, and MEDLINE as well as PaperChase, BRS Colleague, and Dialog. The software generates bibliographic formats in any journal style, without limitation in length.

Currently, the Capture Module is an optional piece of software sold separately from the Reference Manager package. With the next release of Reference Manager, however, users will not need both pieces of software because the databases available on the Capture Module software, including SilverPlatter's, will be implemented into the Import Reference function of Reference Manager.

For information on Reference Manager, contact:
Research Information Systems, Inc.
1991 Village Parkway, Suite 205
Encinitas, CA 92024
TEL: 619-753-3914
FAX: 619-753-0226

For further information on SilverPlatter's CD-ROM titles, contact:
SilverPlatter Information, Inc.
37 Walnut Street
Wellesley Hills, MA 02181
TEL: 1-800-343-0064 or
617-239-0306
FAX: 617-235-1715

SilverPlatter Information, Inc.
37 Walnut Street, Wellesley Hills, MA 02181, U.S.A. / 617-239-0306 / FAX: 617-235-1715 / ALANET: 41: ALA1886
10 Barley Mow Passage, Chiswick, London, W4 4PH, England / 01-995-8242 / FAX 01-995-5159

the ERIC® i File

Phone: 614-292-4353 • Toll free no: 800-848-4815

FEEDBACK NEEDED

One of the most frustrating aspects of our work is the lack of feedback. We know we're answering plenty of questions and helping our constituents locate appropriate resources. We also know that, through the end of August, we had distributed over 70,000 of our no-cost products in 1989. But, we sometimes ask ourselves--SO WHAT? How are people using the *ERIC Digests* we send them? What are they doing with the information from ERIC searches? In short, are we really making a difference?

What we need is some feedback. Occasionally, we get letters from clients telling us how they have used the information or materials we've provided them. For example, earlier this year, we helped John Sutherland, senior instructor with PPG Industries, identify resources for developing a Train-the-Trainer program. John not only called during the training to tell us how well it was going (we loved that!), but he also wrote us a letter afterwards in which he said the following:

> I would like to take this time to thank you for your input and guidance at a time when I felt my back was against the wall. Your suggestions were exactly what we needed in order to develop our program; specifically, that of Knowles' "Andragogy Theory," creating the proper climate, and conducting the workshop. . . . It has been five weeks since we ran the pilot program and, for the first time in my professional career, I've received five complimentary letters from participants in the class.

We want to hear how you are using the information and material you receive from us. If you order any of the free material listed on page 3, we're asking that you tell us how you plan to use it. However, we'd also like to know if ERIC services have made a difference, e.g., have they helped change a practice. If you weren't satisfied with the service you received, we need to know that, too, including why.

Send your comments to FEEDBACK, c/o Susan Imel, Director, ERIC/ACVE, 1900 Kenny Road, Columbus, OH 43210-1090. We look forward to hearing from you.

MARION COUNTY
PUBLIC LIBRARY
321 Monroe Street • Fairmont, WV 26554
304-366-1210

November 1, 1989

Dear Susan,

Recently a small group of students requested information for a class discussion. Their topic : adults who choose to resume their education years after leaving school. While in the process of browsing through the Vertical File, one of them came across your Overview " Deterrents to Participation in Adult Education" (ERIC Digest No. 59). An animated discussion followed and the group split into three factions : those who wanted to stick to the original topic ; those who wanted to change the topic to " Difficulties Faced by Adult Students " ; and two who will inevitably have no opinion either way.

The second faction won out, and with the ERIC Digest as a springboard gathered resources and put together a surprisingly provocative outline. As the one who helped them gather material I found myself drawn in to such an extent that I had a rough time keeping out of the debate. The above occurrence is no novelty at our library. ERIC materials

MARION COUNTY
PUBLIC LIBRARY
321 Monroe Street • Fairmont, WV 26554
304-366-1210

lead a hard life in this Reference Department,and I have actually had to relegate some to that great Clearinghouse in the sky due to excessive wear ! I just wanted you to know how valuable ERIC is - not only to students,but to knowledge-hungry librarians as well. You make our jobs a lot easier,and thanks!

Sincerely,

Michael L. McClung

Michael L. McClung
Assistant Director,
MCPL

THE ASSOCIATION FOR INSTITUTIONAL RESEARCH
Papers from the 28th Annual AIR Forum, May 15-18, 1988, Phoenix, Arizona
Available through the ERIC Clearinghouse on Higher Education

ERIC ED No.	AIR Session No.	Title	Author(s)	No. Pages
ED 298 845	46M	Assessing a University's Image for Short-Term and Long-Term Enrollment Planning	Susan Wilbur	28
ED 298 846	22F	Factors Influencing Faculty Migration	Michael W. Matier	34
ED 298 847	36K	Developing and Implementing a Process for the Review of Nonacademic Units	Marilyn K. Brown	18
ED 298 848	37L	Higher Education Funding: The Role of the Institutional Researcher in the Development of Student/Faculty Ratio Guidelines	Erica J. Gosman John W. Bartram	23
ED 298 849	46K	The Organizational Relationship between Planning/ Institutional Research and Administrative Information Systems in Higher Education	Karen L. Miselis	19
ED 298 850	49K	A Tale of Two Presidents: A Look at Academic Presidential Leadership	Constance Diamant Egan	21
ED 298 851	33L	Anticipating Mathematics Performance: A Cross-Validation Comparison of AID3 and Regression	Allan M. Bloom and others	22
ED 298 852	38J	Influences on Course Planning	Joan S. Stark and others	50
ED 298 853	48M	Using Age, Gender, and Degree Level to Predict Headcount and Credit Hour Enrollment	Ann K. Dickey and others	26
ED 298 854	37J	Needs Fulfillment of Department Chairs at Four-Year Colleges in Puerto Rico	Ruth Burgos-Sasscer	27
ED 298 855	49H	Assessing Institutional Effects on Retention	Reed Mencke and others	24
ED 298 856	26J	Student Engagement in College	Victor M. H. Borden	39
ED 298 857	38M	Developing a User Community	Mary Ann Moore	15
ED 298 858	24L	A Common Notion about Fund Raising Success: Myth or Fact?	Margaret A. Duronio and others	26
ED 298 859	36J	Quality Control/Assurance in Post Secondary Education: An Outcomes Approach	Derek W. Birch F. Craig Johnson	27
ED 298 860	35L	Multicriteria Analysis: Managing Complexity in Selecting a Student-Information System	William Blanchard and others	20
ED 298 861	46J	Case Studies of Non-Traditional High Risk Students: Does Social and Academic Integration Apply?	R. Dan Wallert Marcia Peglow-Hoch	22
ED 298 862	48H	Curricular Impact of College Level Skills Assessments	Daniel R. Coleman John R. Bolte	21
ED 298 863	25L	Improving the Quality of Student Ratings of Instruction: A Look at Two Strategies	Stuart S. Cook	26
ED 298 864	51J	The Analysis of Ratings Using Generalizability Theory for Student Outcome Assessment	T. Dary Erwin	13
ED 298 865	25J	Using the Results of a State-Mandated Student Outcomes Assessment Test to Reevaluate Curriculum and Policies: A Case Study	Susan R. Griffith	28
ED 298 866	36M	Beyond the Baccalaureate: Using Admissions Research at the Graduate/Professional School Level	Dawn Geronimo Terkla	18
ED 298 867	48J	The Relationship of Institutional Research to the Assessment of Institutional Effectiveness	Karen M. Gentemann Brenda H. Rogers	29
ED 298 868	27H	The Missouri Student Achievement Study: Results of the First Year	Ron Phipps Cleve McDaniel	21
ED 298 869	51H	Grade Inflation in the Eighties: The Case of Urban Colleges and Universities	Richard M. Summerville and others	28
ED 298 870	51D	Using SAS to Track Both Traditional and Non-Traditional Patterns of Enrollment	Judith A. Murray Norman P. Uhl	21
ED 298 871	49J	Asking the Presidents: The Most Pressing Issues at Community Colleges in the North Central Region	Jeanne E. Budig	18
ED 298 872	51L	Quality from Statehouse to Statistics: Linking "Education Governors" with Institutional Research	Marsha V. Krotseng	24
ED 298 873	45K	Deselection: A Novel Approach to the Peering Process	Paul B. Duby	54

(Order Form on Reverse)

BEST COPY AVAILABLE

DEPARTMENT OF INFORMATION SERVICES
THE COUNCIL FOR EXCEPTIONAL CHILDREN

THE ERIC CLEARINGHOUSE ON
HANDICAPPED AND GIFTED CHILDREN

MEMORANDUM

TO: My ERIC-Director Colleagues

FROM: Don Erickson, ERIC EC

DATE: January 18, 1990

RE: "So long. It's been good to know ya...
but I've gotta be driftin' along."

I'm probably the only one who remembers those song lyrics but they seem to fit the occasion.

The enclosed letter to Bob Stonehill provides the official details of my departure from the ERIC system. What it doesn't convey is the flood of memories and images that come to mind as I reflect on my twenty-year sojourn through ERICland. Most of those images are positive ones even though some grew out of stressful and tumultuous circumstances.

The brightest and most memorable images, the ones that will remain long after all others have faded, are of the people with whom I have "toiled" during the entire span of the 1970s and the 1980s. You, and the staff members you supervise, are an incredibly dedicated, competent, and creative group of professionals. Your superb human capital has brought great success to the ERIC program despite the perpetual paucity of financial resources.

I admire and salute you and wish all of you even greater success than has already been experienced. I'm sure that great things are still in store for ERIC and they will happen because of your dedication and talent.

THE COUNCIL FOR EXCEPTIONAL CHILDREN OPERATES THE ERIC CLEARINGHOUSE ON HANDICAPPED AND GIFTED CHILDREN UNDER A CONTRACT WITH THE OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT, U.S. DEPARTMENT OF EDUCATION

1920 Association Drive, Reston, Virginia 22091 • (703) 620-3660

DEPARTMENT OF INFORMATION SERVICES
THE COUNCIL FOR EXCEPTIONAL CHILDREN

THE ERIC CLEARINGHOUSE ON
HANDICAPPED AND GIFTED CHILDREN

December 18, 1989

Mr. Robert M. Stonehill, Director
Educational Resources Information Center
U.S. Department of Education -- OERI
555 New Jersey Ave., N.W.
Washington, D.C. 20208-5720

Dear Bob:

After 20 years in the ERIC EC director's chair, it is time for me to move on to other responsibilities. I do so eagerly but not without a touch of nostalgia. I am confident in the fact that I have made positive and even significant contributions to the ERIC system as well as to our individual clearinghouse. And I have enjoyed an abundance of rewarding professional and personal friendships with a group of people whose dedication to the ERIC program is legendary. It's been a good twenty years. But like all good things, this chapter of my life must come to an end.

Therefore I ask you to accept my resignation from the director's position at the ERIC Clearinghouse on Handicapped and Gifted Children. And I ask you to recognize my successor, Mr. Fred Weintraub, whose affiliation with The Council for Exceptional Children and the field of special education extends even beyond my own. Fred brings an enormous reservoir of knowledge to his position as CEC's Assistant Executive Director of Communication a position which includes the directorship of ERIC EC. He will be a productive addition to the Council of ERIC Directors.

Since several changes have taken place at ERIC EC in the last several months, I request that you substitute the listing below as the recognized group of "Key Personnel" for ERIC EC:

Fred Weintraub, Director*
Kathleen McLane, Associate Director for Database Building and, Associate Director of the ERIC/OSEP Special Project.
Jean Nazzaro/Boston, Associate Director for User Services and Product Development.

THE COUNCIL FOR EXCEPTIONAL CHILDREN OPERATES THE ERIC CLEARINGHOUSE ON HANDICAPPED AND GIFTED CHILDREN UNDER A CONTRACT WITH THE OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT, U.S. DEPARTMENT OF EDUCATION

1920 Association Drive, Reston, Virginia 22091 • (703) 620-3660

Bob, I can assure you that future developments in the ERIC system will be well known to me. One doesn't spend two decades with a project and then ignore it totally. But I am confident that ERIC's future, both at OERI and here at CEC, is in good hands.

Sincerely,

Donald K. Erickson, Ph.D.
Assistant Executive Director
Department of Administrative Services

cc: Jeptha V. Greer, Executive Director
Fred Weintraub
Kathleen McLane
Jean Nazzaro/Boston

*Mr. Weintraub's resume was included with the material documenting ERIC EC's plans for the third year of the contract.

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2508 EH
THE HAGUE, NETHERLANDS

NEW ADDRESS

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UNIVERSITY OF AMSTERDAM
GROTE BICKERSTRAAT 72
1013 KS AMSTERDAM
THE NETHERLANDS

1021

*** CIJE MONTHLY REPORT - FEB90 I.CIJE2 ***10:37:50 03 JAN 1990 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	51	17	1	136
CG	145	16	0	297
CS	143	15	25	346
EA	51	6	4	125
EC	103	12	12	220
FL	51	6	5	118
HE	128	17	0	280
IR	94	23	0	223
JC	24	3	0	46
PS	54	4	0	109
RC	16	4	3	60
SE	102	17	0	198
SO	89	16	0	233
SP	99	11	2	197
TM	33	5	0	107
UD	58	12	6	111
GRAND TOTALS	1251	184	58	2806

*** CIJE MONTHLY REPORT - MAR90 I.CIJE1 ***14:48:53 24 JAN 1990 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	78	21	8	214
CG	106	12	0	403
CS	107	17	0	453
EA	79	7	3	204
EC	72	10	3	292
FL	48	8	0	166
HE	101	13	2	381
IR	134	27	9	357
JC	24	3	0	70
PS	58	4	0	167
RC	25	6	3	85
SE	47	4	0	245
SO	115	12	5	348
SP	68	6	0	265
TM	52	7	0	159
UD	32	6	2	143
GRAND TOTALS	1146	163	45	3952

1025

1026

Attachment 18
Page 1 of 1

The Oryx Press

Suite 103
2214 North Central at Encanto
Phoenix, Arizona 85004
(602) 254-6156

February, 14, 1990

CIJE SOURCE JOURNAL INDEX UPDATE
FOR APR90

Name Changes

CG Small Group Behavior to Small Group Research: An International Journal of Theory, Investigation, and Application

Journal Additions

CE Canadian Journal of Special Education
FL Teaching English to Deaf and Second-Language Students
TM Fairtest Examiner

Journal Deletions

CE Canadian Journal for Exceptional Children
CS Journal of Memory and Language

IR Curriculum Review
IR British Journal of Educational Psychology

UD Puerto Rican Journal
UD Metropolitan Education
UD Journal of Children in Contemporary Society
UD Harvard Civil Rights--Civil Liberties Law Review
UD Education and Society
UD Commentary
UD Child and Family Behavior Therapy

FAX: 602-253-2741 • Telex: 910-951-1333 • Cable Address: ORYXPHX • Alanet: ALA 0978 • Source: BCJ 387

EAB ERIC ADMINISTRATIVE BULLETIN

Volume: 14
Number: 3/4
Date: Mar./Apr. 1990

Educational Resources Information Center, Office of Educational Research and Improvement, Washington, D.C. 20208

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The ERIC Administrative Bulletin (EAB) is prepared by the ERIC Processing and Reference Facility on the basis of material submitted by all components of the ERIC system. EAB articles are reviewed and approved by Central ERIC before publication.

The EAB is intended to be the "journal" of the ERIC system and a major means for the decentralized components of ERIC to communicate and interact with one another. The EAB is also a permanent record reflecting most of the major events in the life of the ERIC system (such as personnel changes, Standing Order Customer changes, etc.) and providing in printed form essential documents (such as ERIC policy/priority statements, Clearinghouse scope statement modifications, ERIC Processing Manual revisions, etc.). Submissions to the EAB are to be sent (using the standard form) to your respective monitor.

OERI/IS NEWS

AN EDUCATION DISSEMINATION POLICY (APRIL 1990), BY CHRISTOPHER T. CROSS (INCLUDING AN "APPENDIX OF DISSEMINATION STRATEGIES")

OERI Assistant Secretary Chris Cross stated in a recent speech, *"It doesn't matter how much good research we support or how much information OERI has...unless that information gets into the hands of people who can use it to improve student learning..."* To address this need, OERI has developed an education dissemination policy and potential strategies for disseminating education information and assistance. These documents were made available at the recent ERIC Directors meeting, at the time Mr. Cross addressed the group, and are reproduced here as **Attachments 1 and 2.**

AFTER CHARLOTTESVILLE: A POST-SUMMIT STRATEGY FOR OERI (MARCH 1990)

This paper, which preceded the OERI Education Dissemination Policy (see **Attachment 1**), helped to structure that policy and is provided here as **Attachment 3** in order to provide as complete a picture as possible of how the Assistant Secretary intends to position OERI to help accomplish the national goals enumerated at the education "Summit."

NATIONAL GOALS FOR EDUCATION-- A SUMMARY OF THE GOALS OF THE EDUCATION "SUMMIT" (TOGETHER WITH SPECIFIC OBJECTIVES WITHIN EACH GOAL)

The immediately previous issue of the EAB included the documentation for the Education "Summit," describing the six major national goals. **Attachment 4** is a recent article (source unknown) made available by OERI that fleshes out and helps define the goals by listing for each goal more specific "Objectives."

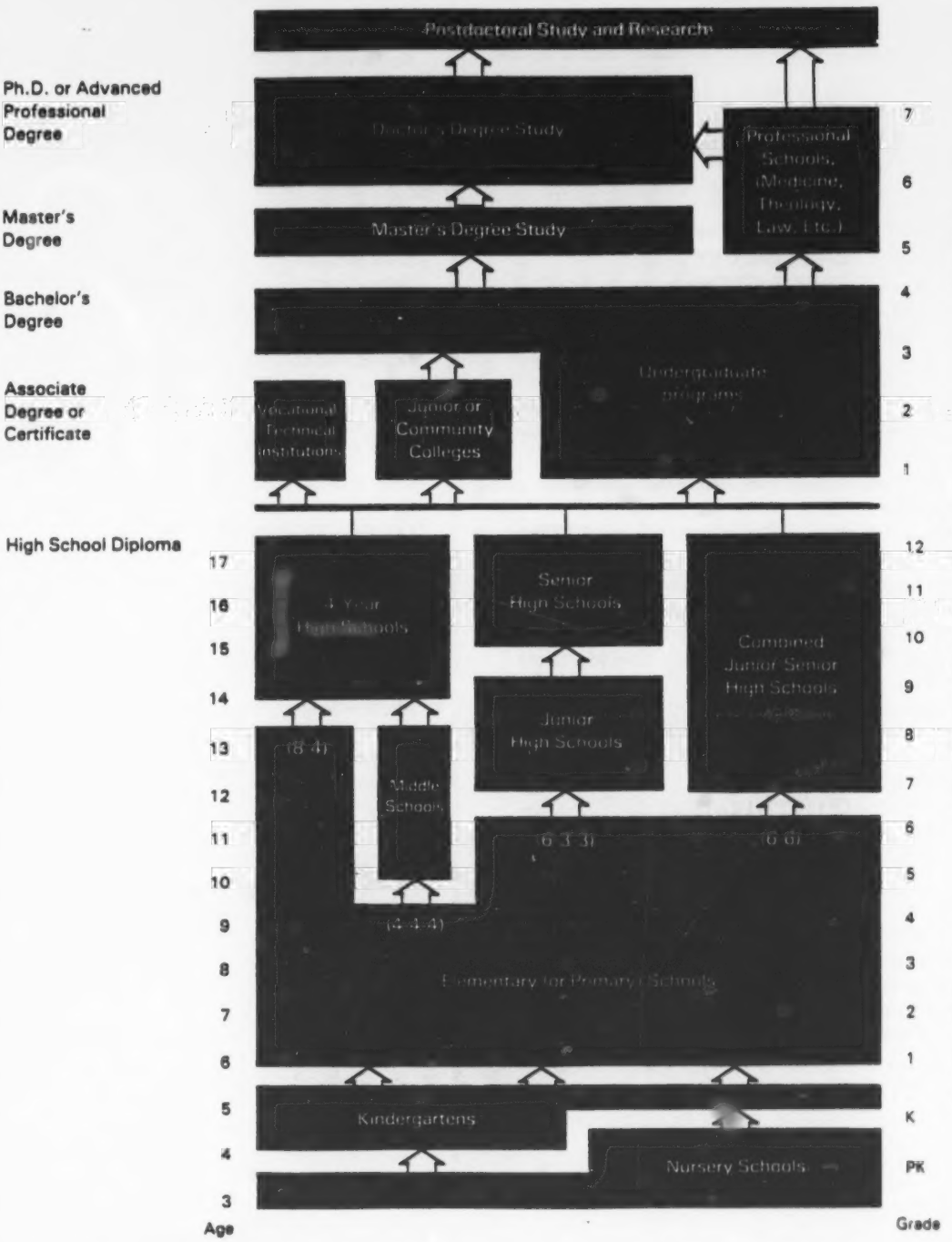
THE STRUCTURE OF EDUCATION IN THE UNITED STATES (AS CONFIGURED BY THE NATIONAL CENTER FOR EDUCATION STATISTICS)

The organizational structure of education in the U.S. is replete with categories whose hierarchical relationships are not explicit, e.g. Nursery Schools, Kindergartens, Middle Schools, Junior High Schools, High Schools, Senior High Schools, 4-Year High Schools, Junior Colleges, Vocational Schools, etc.

A recent chart prepared by the NCES (**Figure 1, p. 2**) aligns these institutions along spectrums of grade levels, age levels, degree levels, and postsecondary year levels, and can be useful when attempting to answer questions in this are or when indexing by academic level.

...Gail Mathews (Facility)

Figure 1.—The structure of education in the United States



NOTE.—Adult education programs, while not separately delineated above, may provide instruction at the elementary, secondary, or higher education level. Chart reflects typical patterns of progression rather than all possible variations.

SOURCE: U.S. Department of Education, National Center for Education Statistics.

CLEARINGHOUSE NEWS

ADJUNCT CLEARINGHOUSES ON ART EDUCATION AND U.S.-JAPAN STUDIES ADDED TO NETWORK

The first Adjunct ERIC Clearinghouse was the one on "Literacy Education," affiliated with the FL Clearinghouse and inaugurated in late 1989. In the first half of 1990, there have already been two Adjunct Clearinghouses named, both affiliated with the SO Clearinghouse: (1) Art Education, and (2) U.S.-Japan-Studies.

These new adjunct institutions will appear in the regular *ERIC Telephone Directory*, *ERIC Clearinghouse Scope of Interest Manual*, and other appropriate locations. **Attachment 5** consists of the *Directory* entries for AR and JS, drafts of their scope of interest statements, and a copy of the Special Announcement pertaining to adjuncts that will appear in the front of RIE.

...Ted Brandhorst (ERIC Facility)

ACCESS ERIC NEWS

1990 ERIC CALENDAR OF EDUCATION-RELATED CONFERENCES--NOW AVAILABLE TO THE GENERAL PUBLIC

The ERIC Conference Calendar was formerly simply a list of those meetings and conferences that the Clearinghouses intended to attend or to solicit documents from during the course of the calendar year in question.

ACCESS ERIC, which has assumed responsibility for this coordinative and reference tool, has expanded its coverage to include education-related conferences held anywhere, irrespective of whether ERIC will have any involvement in the conference.

A copy of the recent ACCESS ERIC flyer, advertising this product and announcing that it is available to the public for $10 a copy, appears as **Attachment 6**.

ERS ON-CALL INFORMATION SERVICE POTENTIALLY CONFUSED WITH ACCESS ERIC

The Educational Research Service (ERS) is a well-regarded non-profit organization engaged in the business of preparing highly professional studies of high profile educational topics and of providing in-depth research services for clients which take advantage of all the available information sources, of which ERIC will often be one.

ERS recently discovered that there was some confusion in its user community between their telephone-based "ERS On-Call Information Service" and the new ACCESS ERIC organization. ERS immediately sent a memo (**Attachment 7**) to all administrators in school districts that subscribed to ERS services. The memo is primarily a description of ERS services, but it does point up the need for ERIC also to distinguish its own services from other closely allied services such as ERS.

ACCESS ERIC has since made contact with ERS and assured them that they will be sensitive to this potential confusion when handling inquiries.

...Sam Pustukjian (ACCESS ERIC)

NETWORK NEWS

DOCUMENT REPRODUCIBILITY SCREENING NEEDS STRENGTHENING

The number of poor quality source documents reaching EDRS has recently increased. EDRS cannot make extensive or time-consuming adjustments to compensate for poor quality source documents.

As a result, both the Clearinghouses and the ERIC Facility need to strengthen their document reproducibility screening procedures. The following steps should and will be taken:

1. Some documents will be changed from Level 1 to Level 2. These will be documents judged to have the following characteristics: poor legibility, readable on fiche, not adequately reproducible in paper copy blowback, no better copy can be obtained.

2. Some documents will be returned to the Clearinghouse for document preparation work. These will be documents judged to have the following characteristics: reproducibility problems (of a wide variety of possible types), filmable if the problems are fixed, problems are substantial enough that Facility hasn't the time to do them. (Small document preparation problems are regularly fixed at the Facility.)

3. Some documents will be returned to the Clearinghouses for acquisition of a better copy. These will be documents judged to have the following characteristics: not filmable as is (i.e. would create an excessively poor fiche), a better copy is likely to be obtainable.

4. Some documents will continue through the regular input process, but will have notes added referring to their *specific* reproducibility problems. An example of such a note might be: (1) *"Appendix 7, a computer printout of 25 pages, will not reproduce in paper copy adequately."* These will be documents judged to have the following characteristics: generally worthwhile documents of value to the database (i.e. should not be casually rejected), the reproducibility problem does not affect the overall value of the document, but does constitute a potential problem with users purchasing the item. The purpose of the note is to disclose the problem up front and to thereby "cover" ERIC and EDRS. (Documents of this type might also have their level changed to Level 2.)

This general tightening of reproducibility criteria will be noticed by the Clearinghouses in the volume of documents rejected and returned to them (particularly those returned for acquisition of better copy).

A memo calling attention to this problem and alerting the Clearinghouses to the need to strengthen reproducibility standards was transmitted by Central ERIC on April 11, 1990 (see **Attachment 8**). The form that the ERIC Facility will be using to return any documents to Clearinghouses that will not film adequately is shown as **Attachment 9**.

...Pat Coulter (CERIC)

"THE ERIC SEARCH: A PROGRAMMED TEXT," BY CYNTHIA SZYMANSKI AND JOANN ARNOLD (SEPTEMBER 1989) (IR-053 177) (BASED ON SILVERPLATTER ERIC ON CD-ROM SYSTEM)

ERIC Training Opportunities are few and far between and need to be highlighted when they appear. IR recently submitted a document (IR 053 177) for RIE that describes a programmed lesson in how to search ERIC using the SilverPlatter ERIC-on-CD-ROM system. **Attachment 10** provides the Title Page and Introduction of this product, for those who might be interested in obtaining it.

...Pat Brown (Facility)

WHITE HOUSE CONFERENCE ON LIBRARIES AND INFORMATION SERVICES (WHCLIS)

WHCLIS is being monitored by the IR Clearinghouse in order to keep ERIC informed of how it may best participate in this important conference. IR has made brief presentations at ERIC meetings and has periodically distributed information and documentation pertaining to WHCLIS. The latest memo is dated March 9, 1990 and contained a complete list of all state-level pre-conference activities (See **Attachment 11**).

INTERNATIONAL NEWS

***CANADIAN EDUCATION INDEX* NEWS**

The Canadian Education Index (CEI) has completed a preliminary edition of its *CEI Thesaurus* and has distributed it to InterEd members. In 1990, CEI will be going online, with a Canadian vendor named Info Globe. They are also planning a CD-ROM product for 1991. All this news and more was contained in a recent letter from InterEd correspondent Maureen Davis, dated March 20, 1990 (see **Attachment 12**).

...Ted Brandhorst (Facility)

ADIOV PROJECT–AN ERIC FOR FLANDERS (BELGIUM)

During the week of April 9-13, 1990, ERIC played host to a group of visitors from Belgium (Flanders) headed by Geertrui van Rie of the equivalent of the Flemish Ministry of Education. The group visited Central ERIC, the local Clearinghouses, EDRS, the Facility, and several of the national libraries, and even took a side trip to the IR Clearinghouse in Syracuse, NY.

The reason for the visit was an interest in establishing an ERIC-like system for the educational literature serving schools operating in the Flemish language. The project, entitled "AUTOMATISCH DOCUMENTATIE- & INFORMATIESYSTEEM VOOR HET ONDERWIJS IN VLAANDEREN" (ADIOV) is fully described in **Attachment 13**.

...Ted Brandhorst (Facility)

VENDOR NEWS

SILVERPLATTER

- SilverPlatter Announces Peterson's GRADLINE on CD-ROM--A Comprehensive Guide to Graduate Study in the U.S. and Canada **(Attachment 14A)**

- SilverPlatter Issues 1990 Catalog of CD-ROM Titles--Entries for Education Group: AV-Online; ERIC; LISA; Peterson's College Database; Peterson's GRADLINE **(Attachment 14B)**

ORYX PRESS

- Periodical Fact Sheets **(Attachment 15A)**
  --RIE Annual Cumulations
  --CIJE Monthly
  --CIJE Semiannual Cumulations

- CIJE Prices for Each Year (1980-1990) **(Attachment 15B)**

- Correction to EJ Numbering Assignment in the October 1989 CIJE **(Attachment 15C)** Monthly Issue

UNIVERSITY OF WISCONSIN--PLATTEVILLE --COMPUTERIZED ERIC APPLICATIONS AT UW-PLATTEVILLE, WITH AN EMPHASIS ON DOWNLOADING (Attachment 19)

VISITS/VISITORS

RC VISITS CE

On Valentine's Day, Todd Strohmenger, Craig Howley, Gary Huang, Berma Lanham, Dianna Simms, and Phyllis Stowers, of the ERIC Clearinghouse on Rural Education and Small Schools (ERIC/RC), spent the day at the ERIC Clearinghouse on Adult, Career, and Vocational Education (ERIC/ACVE). We spent time discussing how each of the Clearinghouses is run and met individually with counterparts to discuss the specifics of processing, user services, product development, and management. The exchange of ideas and procedures was beneficial to everyone.

..Judy Wagner (CE)

PUERTO RICAN OFFICIAL VISITS EA

The Director of Puerto Rico's Academy for School Superintendents and School Principals made an all-day visit to the EA Clearinghouse on February 19. Olga Diaz Santiago told Philip Piele and Stuart Smith, *"What you do here is what we need."*

The academy has already purchased several hundred copies of *School Leadership: Handbook for Excellence*, a 1989 Clearinghouse product, for use in seminars and workshops held for Puerto Rico's 100 superintendents, 40 assistant superintendents, and 1,300 principals. The academy runs the island's LEAD center serving superintendents.

During her visit, Ms. Santiago signed up the academy as an ERIC Partner. She also inquired about how to make contact with other ERIC Clearinghouses. If you think your subject area would be of interest to the academy, please add her to your mailing list.

Olga Diaz Santiago
Academy for School Superintendents
and School Principals
Box 759
Hato Rey, PR 00919

...Stuart Smith (EA)

VISITOR STUDYING DATABASE INDEXING PRACTICES

Cheryl Schauder, of the Royal Melbourne Institute of Technology, is engaged in an international study of the indexing practices of major databases. ERIC is one of the databases selected for her study and when she came to the United States in October 1989, she spent an entire day at the ERIC Facility, among other ERIC sites, interviewing selected staff members.

Attachment 17 is her "thank you" letter. We look forward to her final report and seeing how ERIC's practices compare with those of the other databases studied.

...Ted Brandhorst (Facility)

PERSONNEL/STAFFING

ROBIN UTSEY HAS A SON

We are pleased to announce that Assistant Director Robin Johnson Utsey and her husband, Robert Utsey have becomes parents of a son, Robert Utsey, III, on March 30th. Parents and baby are doing fine and getting to know each other while Robin continues on leave.

...Wendy Schwartz (UD)

AMY WELLS WINS FELLOWSHIP

UD congratulates Acquisitions Coordinator Amy Stuart Wells on winning a Spencer Dissertation-Year Fellowship for research in education, administered by the Woodrow Wilson Fellowship at Princeton University. Amy is also a freelance education writer for *The New York Times*; among her recent articles is a page one story on school choice.

...Wendy Schwartz (UD)

CORRECTION

CORRECTION

In the previous EAB, we included a "Special Announcement" box containing a summary of the new EDRS Prices. The prices were all accurate, but in one location we said "On-Demand *Paper*" when we meant "On-Demand *Microfiche*". A corrected version of the box is provided here.

...Elizabeth Pugh (Facility)

SPECIAL ANNOUNCEMENT
ERIC Document Reprorduction Service (EDRS)
Granted Price Increase
(Effective Janùary 1, 1990)

EDRS has been granted an across the board price increase of 1.6% for all products, based on increases in labor and materials costs.

The new prices are:

1. Standing Order MF Subscriptions	
Diazo Fiche	$0.092/fiche
Silver Halide Fiche	$0.188/fiche
2. Backfile Collection MF (1966-1989)	
Diazo/Vesicular (Mixed)	$0.086/fiche
3. On-Demand Microfiche Copy Reproduction	
1-5 MF (98%) of titles	$0.86/title
Each MF additional 1	$0.17
4. On-Demand Paper Copy Reproduction	
Each 25-page increment	$2.03

EDRS order forms are being revised immediately to reflect the new prices. Other ERIC brochures and information materials will reflect the new prices as they are revised.

Figure 2

U.S. Department of Education
Office of Educational Research and Improvement
Assistant Secretary Christopher T. Cross

An Education Dissemination Policy

Across America, education again is at the center of public attention, much of it negative. Our national report cards make for unpleasant reading. In some areas we are failing. In most we continue a trend of mediocrity that is unaffordable in today's world.

The President and the Governors have set ambitious new goals for revitalizing the nation's schools, for making sure we are ready for the 21st Century. State and local policy makers are struggling over thorny questions ranging from the level of authority to give principals and teachers to how to use computers to enhance learning. Taxpayers are angry, believing their dollars are ill spent given the results. Parents are anxious, wanting success for their children. The business community is frustrated by too few graduates with the work skills they need, sometimes without even the skills needed to be trainable. Faced with conflicting demands for change, educators, parents and policy makers need better, more timely information to help them make our schools work.

The Office of Educational Research and Improvement has the capacity to provide federal leadership through research and information. We can empower educators, policy makers, parents and even students with the knowledge that will allow them to make informed choices. And that is what we will do. Dissemination will become the bridge between research and improvement. We seek to join those who are restructuring schools to increase learning.

It is OERI's congressional mandate to disseminate the knowledge and informational materials we collect and produce to the widest possible audiences that find it useful. We will aggressively reach out to determine what is needed, and use that information in our planning process. We will consider dissemination on the "front end." We will make sure that as we plan a publication we consider who the audience is for it, and whether that audience has expressed a need for it. We will also exercise our best judgment to anticipate developments and needs. We will plan how we will disseminate a publication before we approve its production. We will ensure that OERI information is presented in formats that are most useful to the audience intended to be reached. In some cases, we will do more of what we already do well. In others, we will find practical new ways of reaching audiences that previously have been ignored.

Indeed, by making "consumers" of parents, policy makers and practitioners, we empower them with the information to hold national, state and local leaders accountable for achieving our national goals by the year 2000.

This policy is not intended to curtail any services we are now providing. Rather it is designed to enhance the dissemination of information that is potentially the most useful in improving our schools and expanding student learning.

The Policy

Our dissemination goal is to ensure that the information needed to support education improvement is understandable, accessible, timely, relevant and useful. We will better understand and meet the needs of those for whom our information and resources hold promise. Based on this understanding, we will provide the best information that can be constructively used to meet these needs. This is our responsibility to the American taxpayer, to those who make and implement public policy, to the professionals who must educate our children and to their parents.

Although our current dissemination efforts are often uncoordinated, we nevertheless have become skilled at providing our traditional clients with knowledge, data and publications in a timely manner. We have weaved an intricate web of networks with key communities of researchers, statisticians and the educational teaching establishment.

But the "market" of those seeking education information has expanded exponentially since the 1983 publication of "A Nation at Risk." While previous reform efforts have been dominated by the education community along with a relative handful of policy makers, the current restructuring movement has its locus outside of education. Today the reform push is being led by state and local politicians, parents and the

business community. In nearly every state legislature and governor's office, school reform has become a central issue. It is a time for disseminators of education knowledge to think more broadly about who our clients are. For example, as the move toward school-based management continues, there will be a vastly increased need for focused information at the school building level to help with decisions about organizational structure, parental involvement, teaching and learning.

It is this sudden clamor for information from a broader public coupled with new overarching federal goals that must make this orientation toward dissemination different from the many that have preceded it. Without neglecting our traditional clients, whose information needs are also growing, this new market requires us to advance our dissemination practices. We must take advantage of technology improvements ranging from desktop publishing to targeted marketing. In many cases, this may simply involve a thoughtful repackaging of our information so different audiences find it useful.

Our dissemination goal is to ensure that the information needed to support education improvement is understandable, accessible, timely, relevant and useful. We will better understand and meet the needs of those for whom our information and resources hold promise. Based on this understanding, we will provide the best information that can be constructively used to meet these needs. This is our responsibility to the American taxpayer, to those who make and implement public policy, to the professionals who must educate our children and to their parents.

Our dissemination requirements are diverse. We serve a wide variety of consumers of education information. An effort to provide fresh information to policy makers is obviously quite different from one aimed at parents. As appropriate, we must consider dissemination in a wide range of forms, from the simple printing of data, to electronic bulletin boards, to sophisticated publications, to pamphlets to face-to-face technical assistance. We intend to communicate not only with our traditional education audiences but also reach out to others who may previously have been overlooked, or who are unaware of our information or who have experienced barriers in using it.

We recognize the national importance of our schools but remember that schooling is provided at the community level by state direction. Our dissemination policy must be rooted in a spirit of cooperation with states and communities, with the public and the private sector. This is not a top-down approach. We must continue to work well with the intermediary groups that have amplified our work. Common sense dictates that we tie into as many networks -- new and existing -- as practicable to provide information to those who need it. We will also look to create new dissemination partnerships.

The nature of the problem dictates that we put this policy into effect immediately. Each day that we delay, the nation loses. Where we have answers that can help communities and schools solve some of their problems, it is our responsibility to get the information to them.

We have created a new dissemination task force comprised of a senior representative from each of OERI's six program units, reporting directly to the Assistant Secretary. This group is focusing initially on identifying two or three OERI products for which a wider immediate dissemination can help acheive the national goals and objectives.

Beyond that, the task force is charged with coordinating and strengthening our dissemination efforts. It also will develop new strategies and methods for improving our dissemination. Early projects could include needs assessment work using focus groups or surveys. It could also recommend, for example, that we sponsor a regional forum in one of the "crisis" states where the courts have mandated school change. Early consideration must be given to establishing new collaborative arrangements including the recruitment of our natural partners, the labs, centers, networks, clearinghouses and other groups in which we have both a sizable investment and a common interest.

Our philosophy, as in other areas, will be a team approach. A thoughtful and focused dissemination effort enhances all of our work.

April 1990

April 1990

Appendix of Dissemination Strategies
Office of Educational Research and Improvement
U.S. Department of Education

The six program units within OERI provide the basic elements for launching a national dissemination strategy. They offer a constellation of services, as well as a wealth of information resources that are necessary tools for improving American education. The Office of Research offers those involved in education improvement the knowledge base necessary to analyze and address significant education issues. Programs for the Improvement of Practice narrows the gap between what is known and what is done in the nation's schools. The National Center for Education Statistics collects, analyzes and reports statistical information on the status of all levels of American education. Information Services provides information to a diverse audience that includes the education community, parents, policy makers and the business community. Library Programs provides federal support for our public libraries as well as academic libraries. The Fund for the Improvement and Reform of Schools and Teaching provides discretionary grants to improve and reform American elementary and secondary schools.

In addition, OERI supports an impressive array of institutional projects: Nine regional educational laboratories, 21 research and development centers, 16 ERIC clearinghouses, more than 50 Leadership in Educational Administration centers, a National Diffusion Network with a facilitator in every state and territory, and an Urban Superintendents' Network. We sponsor major survey efforts to track the accomplishments of our high school students. We administer the only national representative assessment of what American students know and can do. We maintain and collect key data on education systems including enrollment, revenues, expenditures, the number of schools, teachers, and high school graduates. Through discretionary grants designed to reward innovative projects and reforms, we encourage America's schools to provide improved opportunities and greater achievement of students.

Given the wide range of audiences we must serve, from the research community to practitioners to parents and policy makers, no one strategy is appropriate. Rather, we will employ a host of dissemination techniques to be used individually or combined as needed to reach the audiences who can use the information.

**We will conduct a broad-ranging needs assessment of our current and potential information users. We will use surveys, focus groups and other mechanisms that will help identify our

strengths and weaknesses to make sure we know what dissemination activities we are doing well and what needs improvement.

**To provide vision and direction, the Assistant Secretary will establish a "blue-ribbon" panel of the nation's foremost thinkers and policy makers in education. They will focus on the goals and objectives announced by the President and the Governors in February. They will be asked to help us identify the gaps in both our knowledge base and our dissemination efforts, as well as recommend potential solutions.

**We will use prestigious consensus panels of national experts and scholars to help clarify the most serious issues facing education. We will make sure their recommendations are appropriately disseminated.

**We will conduct intensive national information campaigns to create wide-ranging awareness of potential solutions that have been identified either through the blue-ribbon panel, the consensus panels or research done within OERI or elsewhere in the Department.

**We will conduct periodic regional forums -- OERI's version of town meetings -- to engage the users of education information in a dialogue on critical education issues. Where appropriate and where invited, we will offer technical assistance at the regional, state or local level.

**We will establish a national research center on dissemination and knowledge use. This center will engage in projects that inform, encourage and guide research dissemination and the utilization of knowledge. It will help us understand how best to reach those people who can benefit from the education research we are supporting.

**We will seek the widest range of vehicles and formats that are appropriate for our information, from expanded publication of OERI results in professional journals to articles and other appropriate means to reach parents, teachers, policy makers and the general public. For example, this could include attempts to reach less literate parents with translations of pamphlets into graphics forms or video tape.

**We will create within OERI a dissemination policy council comprised of the six program directors and chaired by the Assistant Secretary or his designee. This council will initially identify OERI publications or efforts that mesh with the national goals and objectives, and make sure that enhanced dissemination programs are developed as appropriate. This council will be responsible for ensuring that there is an appropriate dissemination plan developed for each OERI research project and publication before they are approved. Each plan should take into account who the target audience(s) is for the work, and whether there is an expressed need for it.

**The Assistant Secretary will convene periodic meetings of other elements within the Department to ensure that the OERI dissemination efforts are coordinated. Where possible, we will collaborate with others within the Department in joint dissemination projects.

**Where appropriate the Assistant Secretary will seek collaborative dissemination ventures with other federal agencies, many of which have substantial education research programs. Wherever possible, we will attempt to maximize our resources through focused efforts, joint ventures with other agencies and collaborative efforts with the private sector.

Within OERI, the dissemination policy council will provide the overall direction. It is anticipated that Information Services, by its nature, will play a lead role assisting and working with other program units to conduct much of the actual dissemination activities. Its outreach and publications staff, for example, are now engaged full time in dissemination. But it must be stressed that this will require OERI-wide teamwork. In addition to such internal collaboration, we must enlist the many OERI-funded institutions as full-fledged partners.

After Charlottesville: A Post-Summit Strategy for OERI

(March 1990)

Last September, in addition to committing to a process for establishing the Nation's first-ever goals in education, President Bush and the Governors agreed that the Federal government, in order to help States and communities achieve those goals, must do two things: promote equal intellectual opportunity and provide "research and development for programs that work, good information on the real performance of students, schools and states, and assistance in replicating successful state and local initiatives."

Clearly, **the President and the Governors see R&D as critical to improving American education.** So do countless other leaders in government, business, education, and elsewhere. The demand for education R&D has grown in recent years, and that holds implications for the agency whose mission is to support education R&D, the Office of Educational Research and Improvement (OERI).

As the Federal agency charged with supplying information on the condition and progress of American education, OERI collects and disseminates a considerable amount of data and findings from education statistics, assessment, research, and practice. We in OERI share the belief of President Bush and the Governors that the American people, armed with knowledge of what works in education, will improve teaching and learning in their communities.

But our mission involves more than merely "gathering and dispensing" information and assistance. R&D is of little use unless it makes a difference in learning. That, after all, is the bottom line in education. Improving the learning of American children and adults is the standard by which our efforts must be measured.

To assist schools and communities across the country in focusing their education systems on performance and results, a focus that is critical to advancing toward our national goals in education, **I hereby propose the following four-pronged, multi-year strategy for OERI.**

First, Americans must have reliable, accurate, and timely statistical information about important features of schooling. **Who drops out** of school, why do they leave school, and what are the trends over time? Will the Nation have enough **teachers** to fill its classrooms in the coming years? How many postsecondary **degrees** are conferred in the sciences, engineering, and other disciplines; and how do these numbers compare to figures 10 years ago? To these and other questions critical to anticipating future educational needs and the current system's capacity to supply those needs, OERI

and States can adapt and use to measure the thinking, reasoning, problem solving, and other competencies universally desired in American students, workers, and citizens.

Also, this year OERI plans to compete 18 national research centers and 10 regional laboratories, each of which will take on a major piece of the challenge to improve American education. We plan to sponsor investigations, conferences, publications, and other efforts to refine and extend America's understanding of what works in education. And we intend to help State and local decision-makers **apply** such knowledge to their educational problems and goals. How can schools increase **parent involvement**, for instance, particularly among hard-to-reach parents? What forms of parent involvement produce the greatest payoff in terms of student learning? As for teachers, what traits or characteristics are fundamental to **teacher effectiveness**, and how can those qualities be developed? What are the chronic and recurring **roadblocks to competent performance in reading, writing, mathematics, science, history**, and subjects essential to all students--and how can teachers be taught to help <u>all</u> youngsters over those obstacles? These are a few of the important questions that education research can help education decision-makers answer.

But simply "supplying answers" is not enough. It is our task not only to make sure that these answers and lessons learned get into the hands of people on the front lines of education. We will also provide technical assistance and **whatever it takes to see that these answers and lessons translate into better results**, higher levels of student performance.

This leads to the <u>fourth</u> component of the strategy. During my tenure in OERI, I intend to oversee the development and launching of <u>a national strategy for disseminating information</u> from education research, practice, statistics, and assessment. We will sponsor high profile meetings to furnish parents, educators, community leaders, and others with the latest of what research has to say about reducing dropout rates, improving mathematics and science learning, and other critical education issues. We will sponsor **exhibits, demonstrations, and workshops** across the country to train the staffs of policymakers and others in how to access and use the OERI database.

Our dissemination effort will involve <u>every</u> OERI component. My goal is for every OERI research center, every regional lab, every ERIC clearinghouse, every NDN state facilitator, every OERI-supported library, every OERI-supported institution and individual to become a <u>bona fide</u> team member in a "full-court press" to make R&D make a difference in student performance nationwide. Furthermore, I hope to **expand our team** to include not only other offices within the Department but other Federal agencies as well--the Department of Energy, the Department of Labor, the National Science Foundation, the National Endowment for the Arts, and

others. My goal is to encourage every potential "education team member" in the Federal government to become an active team player in a Federal-wide effort to improve teaching and learning in America. This expanded roster of players and these new approaches to dissemination will provide more and better educational information and assistance than ever to parents, principals, teachers, business people, community leaders, and other Americans.

That is my four-part, multi-year strategy for OERI. I fully believe that, with adequate support and proper implementation, it will furnish this Nation with the knowledge needed to, as President Bush put it, "make an American education the best in the world."

National Goals for Education

Readiness

Goal 1: By the year 2000, all children in America will start school ready to learn.

Objectives:

- All disadvantaged children will have access to high quality and developmentally appropriate preschool programs that help prepare children for school.
- Every parent in America will be a child's first teacher and devote time each day helping his or her preschool child learn; parents will have access to the training and support they need.
- Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies, and the number of low-birthweight babies will be significantly reduced through enhanced prenatal health systems.

School Completion

Goal 2: By the year 2000, the high-school graduation rate will increase to at least 90 percent.

Objectives:

- The nation must dramatically reduce its dropout rate and 75 percent of those students who drop out will successfully complete a high-school degree or its equivalent.
- The gap in high-school graduation rates between American students from minority backgrounds and their nonminority counterparts will be eliminated.

Student Achievement and Citizenship

Goal 3: By the year 2000, American students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

Objectives:

- The academic performance of elementary and secondary students will increase significantly in every quartile, and the distribution of minority students in each level will more closely reflect the student population as a whole.
- The percentage of students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially.
- All students will be involved in activities that promote and demonstrate good citizenship, community service, and personal responsibility.
- The percentage of students who are competent in more than one language will substantially increase.
- All students will be knowledgeable about the cultural diversity of this nation and about the world community.

Mathematics and Science

Goal 4: By the year 2000, U.S. students will be first in the world in mathematics and science achievement.

Objectives:

- Math and science education will be strengthened throughout the system, including special emphasis in the early grades.
- The number of teachers with a substantive background in mathematics and science will increase by 50 percent.
- The number of U.S. graduate and undergraduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly.

Adult Literacy and Lifelong Learning

Goal 5: By the year 2000, every adult American will be literate and will possess the skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Objectives:

- Every major American business will be involved in strengthening the connection between education and work.
- All workers will have the opportunity to acquire the knowledge and skills needed to adapt to constantly emerging new technologies, new work methods, and new markets through public and private vocational, technical, workplace, or other innovative programs.
- The number of quality programs that are designed to serve more effectively the needs of the growing number of part-time and mid-career students will increase significantly.
- We will substantially increase the proportion of those qualified students, especially minorities, who enter college; who complete at least two years; and who complete their degree programs.
- The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems in areas such as the natural sciences, the social sciences, and the humanities will increase substantially.

Safe, Disciplined, and Drug-Free Schools

Goal 6: By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Objectives:

- Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol.
- Parents, businesses, and community organizations will work together to ensure that schools are a safe haven for all children.
- Every school district will develop a comprehensive K-12 drug- and alcohol-prevention education program. Drug and alcohol curriculum should be taught as an integral part of health education. In addition, community-based teams should be organized to provide students and teachers with needed support.

BEST COPY AVAILABLE

ADJUNCT-LE

ADJUNCT ERIC CLEARINGHOUSE ON
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*Also known as the National Clearinghouse on Literacy Education (NCLE).
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SPECIAL ANNOUNCEMENT

ERIC INAUGURATES THREE "ADJUNCT" CLEARINGHOUSES

"Adjunct ERIC Clearinghouses" are organizations that help ERIC to improve its coverage of a specialized subject area without expending ERIC resources to do so.

Adjunct ERIC Clearinghouses provide their own non-ERIC financial support, based on funding sources such as foundations or other Government programs.

Thus far, three Adjunct ERIC Clearinghouses have been "commissioned," as listed below. All three are engaged in collecting education-related documents within their scope of interest, in processing these documents, and in entering them into the ERIC database via the regular Clearinghouse with which they are affiliated. Their contributions can be identified by a credit line at the end of the abstract.

ADJUNCT ERIC CLEARINGHOUSE FOR ART EDUCATION
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[Also known as the National Clearinghouse on Literacy Education (NCLE). Adjunct to the ERIC Clearinghouse on Languages and Linguistics (FL)]

ADJUNCT ERIC CLEARINGHOUSE FOR ART EDUCATION (ERIC:ART)

ERIC:ART is the Adjunct ERIC Clearinghouse for Art Education, part of the national Educational Resources Information Center (ERIC) system. Funded by the Getty Center for Education in the Arts, **ERIC:ART** is linked to the ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS) at Indiana University, Bloomington. The primary focus for **ERIC:ART** is coverage of visual arts education, including painting, sculpture, and aesthetics. Project goals include expansion of the acquisitions network for art education documents, increased coverage of professional journals in art education, and the development of three ERIC publications--two ERIC Digests and one major publication. The digests are tentatively titled "Teaching About Global Issues in Art Education" by Enid Zimmerman of Indiana University and "Aesthetics in Elementary Classrooms," by Sally Hagaman of Purdue University. The major publication, Discipline-Based Art Education, will be written by Gil Clark of Indiana University.

In its first quarter of operation, **ERIC:ART** has contacted all members of the Council for Policy Studies in Art Education, 25 editors of art eduction newsletters, and all state-level and district-level coordinators of art education. They have been notified about the existence of **ERIC:ART** and relevant documents, including instructional materials and curriculum guides, have been solicited.

ERIC:ART is directed by C. Frederick Risinger, ERIC/ChESS Associate Director, and co-directed by Gil Clark, department head of the art education program at Indiana University. The project staff includes a doctoral student in art education who serves as project assistant and a part-time annotator.

NATIONAL CLEARINGHOUSE FOR U.S.-JAPAN STUDIES

The National Clearinghouse for U.S.-Japan Studies provides a variety of services and products to elementary and secondary teachers, administrators, policy makers, and others interested in teaching and learning about Japanese culture and society and about U.S.-Japan interrelationships. Funded by the United States-Japan Foundation of New York, the Clearinghouse provides timely and comprehensive information about educational resources and information available from publishers, university-based centers, individual educators, and from both general and scholarly periodical journals. The Clearinghouse is a project of the Social Studies Development Center at Indiana University, Bloomington.

The foundation for all Clearinghouse activities is a computer-searchable database of commercially-published and teacher-developed curriculum materials, journal articles, research reports, and other material that could be useful to classroom teachers and curriculum planners. While the primary constituency for the Clearinghouse is comprised of K-12 educators, services are also available for college-level faculty and citizen groups working to expand public knowledge about Japan.

Educators and others who contact the Clearinghouse requesting assistance will work with trained searchers to identify specific individual needs. For example, a fifth-grade teacher of U.S. history seeking information about the Japanese educational system might receive a printout containing four or five lesson plans designed by teachers at similar grade levels, a video program or filmstrip distributed by a major publisher, and several articles from educational journals or the popular press that the teacher can use as background material. Each resource citation will include complete information about availability, source, cost, target audience, and other details.

A major strength of the Clearinghouse is its link with the Educational Resources Information Center (ERIC), the world's largest and most widely-used educational database. Many of the resources included in the Clearinghouse database are cross-referenced in ERIC. However, the Clearinghouse includes data about many non-ERIC resources such as non-print media (videos, films, simulations, artifact kits, and the like), articles from periodicals from outside the educational field, and teacher-developed materials that might not have been included in ERIC.

The Clearinghouse will develop a series of publications designed to meet the needs of teachers and curriculum specialists. Some of these publications will consist of specific teaching plans and curriculum guides. Others will contain annotated resource listings on particular aspects of Japanese society, economics, politics and culture, or on U.S.-Japan relations.

The National Clearinghouse for U.S.-Japan Studies conducts workshops and presentations at professional meetings and in school systems. For more information about its services and products, contact us at the address below.

National Clearinghouse for United States-Japan Studies
2805 East 10th Street, Suite 120
Bloomington, Indiana 47408-2698
Telephone (812) 855-3838
FAX (812) 855-7901

ACCESS ERIC
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The Educational Resources Information Center (ERIC)--
A nationwide education information network sponsored by the
Office of Educational Research and Improvement, U.S. Department of Education

New from ERIC

The 1990 ERIC Calendar of Education-Related Conferences--
Now Available to the General Public

As a member of the education community, it's important that you stay abreast of developments in the field. The 1990 ERIC Calendar of Education-Related Conferences provides information on a wide variety of international, national, State, regional, and local education-related conferences. It is designed to help practitioners stay abreast of events scheduled for the next 12 months as well as continue to be a resource for ERIC System conference participation.

The Calendar's new features include five indexes that allow users to quickly and easily identify conferences of interest:

- o Conference name index
- o Date index
- o Geographic location index
- o Sponsor index
- o Subject index

For just $10 (plus postage and handling) you get an entire year's worth of conference listings. To order the Calendar, or for more information about ERIC, call 1-800-USE-ERIC.

ACCESS ERIC invites you to announce your upcoming conference, meeting, or seminar in the Calendar. Submit conference information to ACCESS ERIC, 1600 Research Blvd, Rockville, MD 20850. (Please enclose a conference brochure or information packet if available.) Appropriate events will be included as space allows.

Educational Research Service
2000 Clarendon Boulevard • Arlington, Virginia 22201
Phone: (703) 243-2100 Fax: (703) 243-1985

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President, Director of Research
John M. Forsyth
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March 1, 1990

Attention: Administrators in ERS Subscribing School Districts and Agencies
Subject: ERS ON-CALL INFORMATION SERVICE Being Confused with ACCESS ERIC
From: Glen Robinson, ERS President

The federally funded ACCESS ERIC, promoted in a recent publicity release, has been confused with one of the many services provided by the Educational Research Service. Some ERS subscribers have phoned ACCESS ERIC thinking they were contacting the ERS ON-CALL INFORMATION SERVICE and found the response not what they had come to expect from ERS. The attached letter illustrates the confusion.

The independent, nonprofit Educational Research Service is not related to the federally funded ACCESS ERIC. The fact that ERS responses to requests for information routinely include a search of the ERIC data base may contribute to the confusion, but an ERIC search is only a small part of an ERS ON-CALL response.

An ERS response to an administrator's ON-CALL request for information on a specific topic or issue typically includes many items, such as:

- Photocopies of articles from professional journals and periodicals
- Books and materials from the ERS Resource Center Library and files
- ERS research studies, reports, and articles
- Studies and reports by local school districts
- Materials from the ERS School Operations Information Bank
- Summaries of telephone calls to federal and state agencies
- Abstracts and references from electronic data bases, such as Comprehensive Dissertation Abstracts, Psychological Abstracts, Periodical Abstracts, and ED-Line

These items are collected and assembled by experienced ERS information specialists and sent directly to the administrator in the subscribing school district who made the inquiry. All administrators in school districts that maintain an annual order for ERS services may use the ERS ON-CALL INFORMATION SERVICE as often as needed and at no charge.

The Educational Research Service provides subscribing school districts with a comprehensive program of resources and services including the ON-CALL INFORMATION SERVICE. If you have any questions about the ERS services to your school district, please let me know.

When you need information on an educational topic or issue, just phone (703)243-2100, fax (703)243-1985, or write ERS ON-CALL INFORMATION SERVICE.

GR/kj
Letter attached

1050

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

MEMORANDUM

DATE : April 11, 1990

TO : ERIC Clearinghouse Directors

FROM : Patricia Coulter
Acting Chief, ERIC

SUBJECT: Reproducibility Standards

A recent increase in the poor physical quality of some RIE documents is resulting in sub-standard microfiche and paper copy blowbacks.

To correct this problem, the Clearinghouses must improve their screening of physical document quality and, where appropriate, engage in various efforts to improve that quality, e.g. request better copy from source, perform document preparation work in order to improve legibility, etc.

Other steps that can be taken in this area are to change the availability Level from 1 to 2 (when adequate paper copy blowback cannot be made) or to add Descriptive Notes informing potential users of the specific reproducibility problem evidenced in the document and the extent of the problem, e.g. "Appendix 7, a computer printout of 25 pages, will not reproduce in paper copy adequately."

Central ERIC has requested that the ERIC Facility carefully scrutinize document physical quality and return to the Clearinghouses items that fail the screen and items where the problem may be fixed by the Clearinghouse, as described above.

You can avoid the problem of returned documents (and perhaps wasted processing) by performing the screening yourself and by taking steps to improve document reproducibility where this is possible.

We will conduct a session on this topic at the National Technical Meeting in May; bring your questions and problem documents.

ERIC® PROCESSING AND REFERENCE FACILITY

OPERATED FOR THE U.S. DEPARTMENT OF EDUCATION
by ARC Professional Services Group, Information Systems Division
2440 Research Boulevard, Suite 400, Rockville, Maryland 20850-3238

Date _____

TO: _____
Name

_____
ERIC Clearinghouse

FROM: _____
ERIC Facility

During the initial stage of editing, the documents cited below have been determined to not meet the reproducibility standards necessary for adequate processing at Level 1 and/or 2. The enclosed documents are being returned for one or more of the following reasons:

PHYSICAL PROBLEM(S) NOTED	SUGGESTIONS/RECOMMENDATIONS
☐ Type Font Problems ___Dot Matrix (Too Faint and/or Broken ___Faint/Weak/Light Type ___Broken/Smudged Type ___Italic Type (Too Thin) ___Blurred/Fuzzy Type ___Computer Printout Type ___Handwritten Material	☐ Reject Document
☐ Paper Problems ___Translucent Paper ___Colored Paper(s) (Lack of Contrast with Ink)	☐ Attempt to Obtain Better Copy from Author or Source
☐ Ink Problems ___Colored Ink (Lack of Contrast with Peper)	☐ Xerox (with Toner Setting Up) to Darken Type
☐ Xerox Copy Problems ___Streaks ___Toner Smears ___Lack of Toner (Not Dark Enough) ___Text Cropped/Skewed	☐ Re-Type Problem Material
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☐ Missing Pages/Sections	☐ Change Availability Level (e.g. from 1 to 2) (to avoid reproduction of inadequate paper copies)
☐ Document Preparation Needed (for Filming)	☐ Add Descriptive Note Calling User's Attention to Specific Reproducibility Problem and to Extent of Problem.
☐ Other Problems (see below)	☐ Engage in Document Preparation Work in Order to Fix, Minimize, or Compensate for Problem.
Comments: _____	Comments: _____

The resume has NOT been retained; please retransmit the record when the replacement copy is sent. If you have any questions, please contact the writer of this memo.

Shipment Date_____ Accession Number _____

FORM 002

THE ERIC SEARCH: A PROGRAMMED TEXT

CREATED BY

CYNTHIA SZYMANSKI
INDIANA UNIVERSITY NORTHWEST
GARY, INDIANA

JOANN ARNOLD
INDIANA UNIVERSITY PURDUE UNIVERSITY
FORT WAYNE, INDIANA

SEPTEMBER 1989

INTRODUCTION

Welcome to THE ERIC SEARCH: A PROGRAMMED TEXT.
This text is intended as a guide for searching ERIC using the SilverPlatter CD-ROM database. The text demonstrates fundamental search techniques by following an example of a successful ERIC computer search. The search begins with the choice of a topic, outlines a search strategy, and prints relevant sources. The programmed text requires the active use of SilverPlatter's ERIC database and the Thesaurus of ERIC Descriptors. THE ERIC SEARCH: A PROGRAMMED TEXT ....

* Describes the function and content of the ERIC database;
* Uses the Thesaurus of ERIC Descriptors to identify appropriate descriptors;
* Uses Boolean operators AND, OR, IN to combine descriptors and focus the search;
* Prints records.

INSTRUCTIONS

Instructional material appears in a series of small units, called FRAMES. Bold-faced words in a frame highlight important concepts to remember. Read frames carefully and formulate answers to the questions. Cover the answer column (on the right) with a card. After making a response, expose the correct answer; if answers do not match those on the right ???, reread suggested frames.
If there are questions, ask the librarian for help.

ERIC Clearinghouse on Information Resources
Syracuse University
Syracuse, New York 13244

March 9, 1990

TO: All ERIC Components

FROM: Don Ely/IR

RE: White House Conference on Libraries and Information Services

I have just received the first listing of the Governors' Conferences to be held in each state and territory prior to the White House Conference. The list is enclosed. As dates are added and/or changed, I will inform you. Please note the date for the state in which you reside as well as states in which you have Standing Order Customers (SOCs).

What you should do

Contact the state library office to request more information about the conference. Ask for the name of the coordinator and the chair. Usually the coordinator runs the conference and the chair presides. Contact the chair and indicate your interest in the conference and offer ERIC assistance such as papers from the first White House Conference (in our database) or complimentary searches on topics of interest for the advisory committee. Inquire about participation and ask how delegates will be selected for the White House Conference from the state. Ask if you can prepare a paper for the conference.

The state preconferences to the White House Conference are intended to develop a broadbase support for the national event to be held in July, 1991. The state conferences will produce background papers on the conference themes (see below) and will identify issues to be discussed at the national conference. It is likely that resolutions and recommendations will be developed for use at the national conference. These preconferences are the best point of entry for ERIC at this time.

What ERIC wants to accomplish

The state and national conference is an opportunity for ERIC visibility in the library/information science community and the among the vast number of potential ERIC users and supporters. The law provides that a fourth of the participants will be selected from the library/information profession; a fourth will be selected from trustees, friends groups, and other individuals who are active library supporters; a fourth will be selected from federal, state or local officials; and a fourth will be selected from the general public. ERIC wants to reach all these people.

We want people who attend the state and national conferences to be aware of ERIC as a national resource for social science information. We want them to know about our unique partnership among federal government, private and public universities, schools and school-related agencies, and private commercial enterprises. We want them to know how much we do with minimal funding and that we could do so much more with additional funding. If ERIC could be mentioned in one of the final recommendations, it would go a long way in helping our funding efforts.

What ERIC/IR is doing

We are attempting to coordinate the White House Conference activities within the ERIC system and to determine liaison points where components of the system can make local contacts. Don Ely meets monthly with a member of the National Commission on Libraries and Information Services who is Chair of the While House Conference Committee of that national advisory board. ERIC/IR will serve as a repository for key documents generated by the state and national conferences on a selective basis. (We are not the National Archieves!) We are generating bibliographies on the three conference themes: (1) library and information services for productivity; (2) library and information services for literacy; and (3) library and information services for democracy. These bibliographies and background explanations of each theme will be sent to you as they are ready. Use them in the state conferences. Recommend additional items to us.

We will keep you posted through various notices (such as this one), through the EAB and Multilink. A progress report will be given at the Directors' meeting in May. Be ready to report any activities in your state.

Finally

Congressional education committee leaders have made it clear that they are looking to the White House Conference on Libraries and Information Services for policy guidance on any major revison of federal library legistation--and that includes ERIC. The purpose of the conference is to develop recommendations for further improvement of library and information services of the nation and their use by the public. ERIC is an important part of this setting. BE ACTIVE!

PRE CONFERENCE ACTIVITY CALENDAR

Alphabetic by State/Territory

States/ Territories	Dates of Preconference Activities
Alabama	Mar. 5–7, 1991
Alaska	Mar. 1–5, 1991
Arizona	Undetermined
Arkansas	March 1991
California	No Fixed Dates
Colorado	Oct. 8–10, 1990
Connecticut	May 22–24, 1990
Delaware	March 1991
Florida	Dec. 3–5, 1990
Georgia	Sept. 5–6, 1990
Hawaii	Sept. 7–8, 1990
Idaho	Fall '90/Spring '91
Illinois	Apr. 4–6, 1990
Indiana	Nov. 16–18, 1990
Iowa 2/25–5/2/91	~~Apr. 30–May 2, 1991~~
Kansas	Nov. 8–10, 1990
Kentucky	Spring, 1991
Louisiana	Sept.–Oct., 1990
Maine	Undetermined
Maryland	Undetermined
Massachusetts	No Fixed Dates
Michigan	May 31–Jun. 1, 1990
Minnesota	Sept. 16–17, 1990
Mississippi	Jan. 11–12, 1990
Missouri	Nov. 16–17, 1990
Montana	March, 1991
Nebraska	Feb. 23–26, 1991*
Nevada	May 10–11, 1990
New Hampshire	March/April, 1991
New Jersey	Sept.–Dec., 1990
New Mexico	Undetermined
New York	Nov. 28–30, 1990
North Carolina	February 1991
North Dakota	Nov. 29–Dec. 1, 1990
Ohio	Fall, 1990
Oklahoma	Nov. 30–Dec. 1, 1990
Oregon	No Fixed Dates
Pennsylvania	Sept. 13–15, 1990
Puerto Rico	Nov. 6–8, 1990
Rhode Island	Feb./March, 1991
South Carolina	Spring, 1991
South Dakota	Undetermined
Tennessee	Oct. 10–12, 1990
Texas	Jan. 4–5, 1990
Utah	Feb./March, 1991
Vermont	Fall '90/Winter–Spring '91
Virginia	Nov. 10–11, 1990
Washington	Undetermined
West Virginia	Oct. 11–13, 1990
Wisconsin	Feb. 7–8, 1991
Wyoming	Undetermined
District of Columbia	Undetermined
Puerto Rico	Nov. 6–8, 1990
Virgin Islands	Undetermined
American Samoa	April 11–12, 1990
Guam	Nov. 15–17, 1990
Marshall Islands	October 1990
Northern Marianas	October 1990
Indian Tribes	Nov. 8–9, 1990
Federal Library Community	Undetermined

*Tentative

CHRONOLOGIC LIST OF STATE/TERRITORIAL PRECONFERENCE ACTIVITY

Date(s)	State/ Territory
Apr. 4–6, 1990	Illinois
April 11–12, 1990	American Samoa
May 10–11, 1990	Nevada
May 22–24, 1990	Connecticut
May 31–June 1, 1990	Michigan
Sept. 5–6, 1990	Georgia
Sept. 7–8, 1990	Hawaii
Sept. 13–15, 1990	Pennsylvania
Sept. 16–17, 1990	Minnesota
Sept.–Oct., 1990	Louisiana
Sept.–Dec., 1990	New Jersey
Oct. 8–10, 1990	Colorado
Oct. 10–12, 1990	Tennessee
Oct. 11–13, 1990	West Virginia
October, 1990	Marshall Islands
October, 1990	Northern Marianas
Fall, 1990	Ohio
Nov. 6–8, 1990	Puerto Rico
Nov. 8–9, 1990	Indian Tribes
Nov. 8–10, 1990	Kansas
Nov. 10–11, 1990	Virginia
Nov. 15–17, 1990	Guam
Nov. 16–17, 1990	Missouri
Nov. 16–18, 1990	Indiana
Nov. 28–30, 1990	New York
Nov. 29–Dec. 1, 1990	North Dakota
Nov. 30–Dec. 1, 1990	Oklahoma
Dec. 3–5, 1990	Florida
Jan. 4–5, 1991	Texas
Jan. 11–12, 1991	Mississippi

Date(s)	State/ Territory
Feb. 7–8, 1991	Wisconsin
Feb. 23–26, 1991*	Nebraska
February, 1991	North Carolina
Feb./March, 1991	Rhode Island
Feb./ March, 1991	Utah
March 1–5, 1991	Alaska
March 5–7, 1991	Alabama
March, 1991	Arkansas
March, 1991	Delaware
March, 1991	Montana
~~Apr. 30–May 2, 1991~~ Feb. 28-Mar. 2, 91	Iowa
Mar./Apr., 1991	New Hampshire
Spring, 1991	Kentucky
Spring, 1991	South Carolina
Fall '90/Spring '91	Idaho
Fall '90/Winter–Spring, 1991	Vermont
Undetermined	Arizona
Undetermined	Maine
Undetermined	Maryland
Undetermined	New Mexico
Undetermined	South Dakota
Undetermined	Washington
Undetermined	Wyoming
Undetermined	District of Columbia
Undetermined	Virgin Islands
Undetermined	Federal Library Community
No Fixed Dates	California
No Fixed Dates	Massachusetts
No Fixed Dates	Oregon

*Tentative

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March 20, 1989

Hi Ted!

To: Inter-Ed members

From: Maureen Davis
CEI Editor

Re: News from the Canadian Education Index

I apologize for another long gap in the conversation from Canada, but wanted to re-establish contact and fill you in on our activities.

Under separate cover, I am sending each of you a copy of the preliminary edition of the Canadian Education Thesaurus. It's a far cry from the standard set by all of your thesauri, but it's a beginning. This preliminary edition is exactly the same as the version sent to all of you in a binder by Michele Hudon in late 1988. I have since discovered, though, that Joan Marder never received her binder. Hope that's not true of more of you!

We have just started using the CET as our subject authority. We have already added and changed quite a few terms compared to what is shown in the print issue you will receive. We're expecting to print the first edition of CET this fall, after it has been in use for a full volume year. During this year, Michele is working on contract (10 days in total) to verify additions and changes made to the thesaurus. As the CEI is largely a one-person activity, the little attention the thesaurus gets is largely devoted to its bilingual aspects. I'll be counting on the rest of you to keep up with the 'bright' work of thesaural development.

Our big news is that we are going on-line for the first time ever -- with a Canadian vendor named Info Globe. This company is a subsidiary of the Globe and Mail, Canada's 'national' newspaper, and was originally established to provide full text retrieval of the newspaper. Last year, a deal was made to have several of Micromedia's databases mounted on this system, including CEI. Unfortunately, Info Globe is rather expensive to search which may well affect its use. We have several test sites accessing the file right now, preparatory to its going public next month.

Micromedia is already selling some of their files on tape

for local area networks (LANS); CEI will probably be distributed this way too if there is any demand. We are also working on a compact disk product for 1991. We have invited several other Canadian education files to join us on the disk, but don't know whether the politics of co-operation will make this possible or not. Should Inter-Ed be considering a group CD-ROM??!!

This first year and a half at Micromedia have been staggering in terms of workload. When the CEI was transferred, we were a year and a half behind our publication schedule. That backlog is virtually cleared away now. We're still pumping in some older dissertations and reports into current issues; but, by comparison, it feels like the home stretch!

Keep me on your mailing lists!

Dear Ted

I've been corresponding with Joan Harder off and on re. the CET and her dabblings toward an Inter-Ed thesaurus, but feel as though I've lost touch with the rest of you.

What's ERIC up to these days?

After having seen the tonnage of paper in your offices, I'm amazed to think you've moved twice since then!

Hope all goes well otherwise!

Maureen

ADIOV

I. THE ADIOV RESEARCH PROJECT

1. The research task

Whereas many countries have at their disposal a database for educational literature, Flanders still lacks a systematic subject indexing in an automated form. The realization of this alarming situation lead to the ADIOV-project.
In 1988, the Minister of Education gave the start of the project, on a proposal of the Committee for Educational Research and Documentation.
The task of this 3 year-project is to develop an information retrieval system for Flemish educational information.
The database should be operational by January 1991 at the Ministry of Education in Brussels.

2. Participants of the ADIOV-project

Four Flemish universities are involved in the realization of the project :

- the *University of Ghent* is responsible for the investigation of hard- and software
- the *University of Louvain* is updating the ADIOV-thesaurus and is also developing a strategy for thesaurus management
- the *University of Antwerp* and the *University of Brussels* are mapping out the Flemish production of educational information and will also develop a network of ADIOV participants.

The four universities share the responsability for the development of: the record structure, manuals for document-processing of documents, a training program for future ADIOV personnel.

As task setter of the ADIOV project, the Ministry of Education is involved in the project in several ways:

- the Committee for Educational Research and Documentation controls the development of the project
- the management staff of the Ministry takes the fundamental decisions with regard to the system
- the Information and Documentation Service co-operates, as the most important future participant of the ADIOV-network, in the research of policy documents of the educational authorities, and in the implementation of the system in the Ministry.

II. THE ADIOV-SYSTEM

1. Objectives

As a data base for educational information, ADIOV should be developed into a system of adequate information supply, and in this way contribute to :

- the development, execution and implementation of educational policy
- international exchange of educational information
- the linkage of educational research and educational practice
- the accessibility of educational information
- the professionalism of the target group
- the Flemish production of educational information.

2. Target group (the users)

The target group ADIOV aims at is very large. It consists of all persons, organizations and institutions that are involved in education, such as :

- institutes of education
- education supervisory services
- research institutes
- training institutes
- pressure groups
- the government and other educational authorities, including the administration of education
- professional organizations
- ...

---

1 A. Deweer. Een automatisch documentatie- en informatiesysteem voor onderwijsliteratuur in Vlaanderen. In: Informatieblad, 1986, jrg XXI, nr II (Rijksonderwijs), p. 1-15.

3. Contents of the database

The ADIOV database will contain descriptions of all relevant information about and for the field of education in Flanders.

The notion "information" can be described as follows :

a/ kinds of information :

- educational literature (theoretical literature as well as literature directed at educational practice)
- curriculum materials
- information on educational policy

b/ types of information :

- book materials
- journals and journal articles
- non-print materials

c/ information circuits :

- commercially published educational documents
- non-commercially published educational documents (the so called 'grey' circuit)

Education is interpreted in a broad sense and contains :

a/ the macro-, meso- and micro-level
b/ all educational levels and educational systems
c/ all kinds of permanent and recurrent education
d/ vocational training
e/ ...

4. The network and its participants : description and allocation of tasks

Because of the limited production of educational information in Flanders (about 2,000 educational documents a year), it was decided to work with a small network of participants, all of them forming part of the Ministry of Education.

In the ADIOV network three levels can be distinguished :

a/ The level of policy making

The Committee of Educational Research and Documentation takes the fundamental decisions concerning the different aspects of the ADIOV system. Policy questions bear upon the following areas:

- relations between clearinghouses and important producers of educational information
- selection and training of personnel
- information service for the users
- different aspects of document processing
- thesaurus management
- elaboration and justification of the annual budget
- formation of working-groups with an advisory or supervisory task.

b/ The intermediate level

The Information and Documentation Service will function as an intermediary between policy making and practice. Its tasks are:

- co-ordination and communication between the participants of the system
- supervision and support of the different participants
- advising the policy makers
- working out decisions taken by the policy makers

- working out co-ordination structures with external institutes (e.g. The Royal Library)
- follow-up of important developments in the area of information sciences, information resources and databases for educational information
- training of staff members
- public relations
- ...

c/ The execution level

On this level there are three tasks : the documentary, the technical and the information service task.

The *documentary task* is assigned to the clearinghouse and contains activities such as:

- acquisition and selection of documents
- processing of documents
- description of documents on resume forms
- vocabulary maintenance (proposals for inserting, changing or removing descriptors and identifiers).

The Ministry of Education will function as the clearinghouse for all educational information. The information area will be covered by three Services of the Ministry:

* the Information and Documentation Service is responsible for policy information of the educational authorities and also for educational literature (except research literature)
* the Scientific Research Service is responsible for the processing of scientific literature
* the Development Service is responsible for the processing of learning tools and curriculum materials.

For the acquisition of documents, these Services will co-operate with the main producers of educational information.

The *technical task* consists of data entry and maintenance of hard- and software. This will be performed by the Central Processing Service of the Ministry, which will take care of:

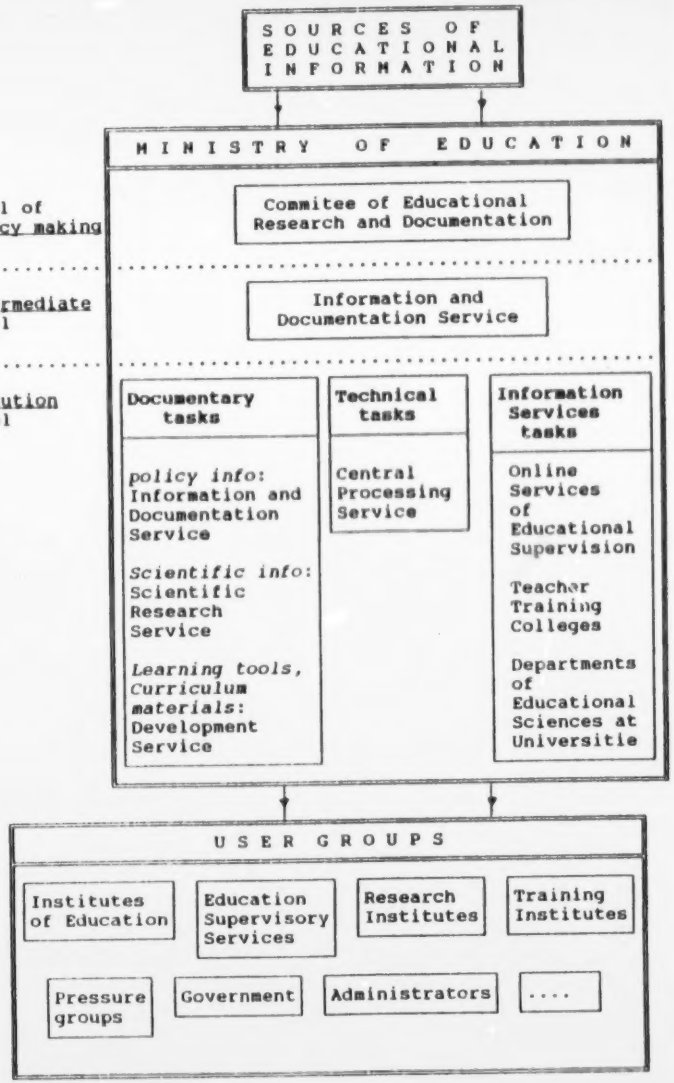
* updating of files
* backup and recovery
* central processing of data in the data base
* creation of files for the production of reference publications
* reparation of breakdowns
* online searches

The *information service task* consists of:

* online searches of the ADIOV data base at the Services of educational supervision, in Teacher Training Colleges and in the Departments of Educational Sciences of the Flemish Universities
* development of reference publications
* document delivery by the Library of the Ministry, where all documents will be stored and accessible to the users.

10

ADIOV – System Components



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Press Release
March 19, 1990

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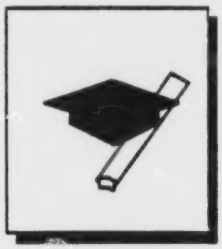

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ANNUAL CUMULATION

ISSN: 0197-9973
SIZE: 8 1/2"x 11"
PUBLICATION: ANNUALLY IN MARCH
BINDING: CLOTHBOUND

Description:

This indispensable resource provides access to the abundant report literature in the field of education. RIE is a monthly abstract journal published by the Educational Resources Information Center (ERIC), which covers current educational research findings, technical reports, speeches, unpublished manuscripts and books. The RIE Annual Cumulation brings this valuable information together annually in three easy-to-use volumes. The entries in the two-volume abstracts cite author, source, publicaton date, availability, and price of the original report and provide a clear 200-word abstract of the contents. The third volume (Index) provides titles and indentification/accession numbers to the documents and report literature in cumulated indexes by subject, author, institution, and publication type, in addition to an ERIC clearinghouse number/ED number cross-reference index.

NOTE: Microfiche become available as the bound editions are sold out. Some back issues not listed are available. Please write or call for further information. RIE monthly editions are published by U.S. Government Printing Office, Washington, D.C. All CIJE publications prior to March 1979 are published by Macmillan Inc., 866 Third Avenue, New York, NY 10022.

Available on standing order at 5% discount. Purchase order number must stay consistent every year.

Prices are listed on the reverse side.

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PERIODICAL FACT SHEET

CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE)
SEMIANNUAL CUMULATIONS

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1986

CORRECTION TO EJ NUMBERING ASSIGNMENT IN THE OCTOBER 1989 *CIJE* MONTHLY ISSUE

There is an error in the October 1989 *CIJE* EJ numbering assignment for the Science, Mathematics, and Environmental Education (SE) Clearinghouse. SE number 544 818 should read 543 818. As a result of the SE number error, the EJ numbers assigned to the SE numbers are incorrect. This error is present only in the printed October 1989 *CIJE* issue and the *CIJE Semiannual Cumulation, July-December 1989*. The error does not appear in the ERIC master files or products (online or CD ROM).

You do not have to use this correction sheet with the printed *CIJE* monthlies and *CIJE Semiannual* abstracts and indexes. However, if you are using the printed *CIJE* in conjunction with ERIC master file products, you will notice a discrepancy between the printed SE EJ numbering assignment and the database SE EJ numbering assignment for the majority of the SE entries processed in the October 1989 *CIJE* issue.

Following is a list of the SE and EJ numbers as they appear in the printed October 1989 *CIJE* and a list of the SE and EJ numbers as they appear in the ERIC master files. Please note that the original clearinghouse number is the same as the corrected clearinghouse number except for the last number on the list which was corrected from SE 544 818 to SE 543 818. The real SE 544 818 entry appears in the November 1989 *CIJE* and is correctly assigned to EJ 392 794.

We suggest that this correction sheet be kept with your October 1989 *CIJE* issue.

PRINT *CIJE*		ERIC MASTER FILES (Including Online and CD ROM Files)	
Original Clearinghouse Number	Original EJ Number	Corrected Clearinghouse Number	Corrected EJ Number
SE 543 819	EJ 391 095	SE 543 819	EJ 391 096
SE 543 905	EJ 391 096	SE 543 905	EJ 391 097
SE 543 918	EJ 391 097	SE 543 918	EJ 391 098
SE 544 076	EJ 391 098	SE 544 076	EJ 391 099
SE 544 167	EJ 391 099	SE 544 167	EJ 391 100
SE 544 168	EJ 391 100	SE 544 168	EJ 391 101
SE 544 169	EJ 391 101	SE 544 169	EJ 391 102
SE 544 170	EJ 391 102	SE 544 170	EJ 391 103
SE 544 171	EJ 391 103	SE 544 171	EJ 391 104
SE 544 172	EJ 391 104	SE 544 172	EJ 391 105
SE 544 173	EJ 391 105	SE 544 173	EJ 391 106
SE 544 174	EJ 391 106	SE 544 174	EJ 391 107
SE 544 175	EJ 391 107	SE 544 175	EJ 391 108
SE 544 176	EJ 391 108	SE 544 176	EJ 391 109
SE 544 179	EJ 391 109	SE 544 179	EJ 391 110
SE 544 180	EJ 391 110	SE 544 180	EJ 391 111
SE 544 181	EJ 391 111	SE 544 181	EJ 391 112
SE 544 182	EJ 391 112	SE 544 182	EJ 391 113
SE 544 183	EJ 391 113	SE 544 183	EJ 391 114
SE 544 271	EJ 391 114	SE 544 271	EJ 391 115
SE 544 272	EJ 391 115	SE 544 272	EJ 391 116
SE 544 273	EJ 391 116	SE 544 273	EJ 391 117
SE 544 274	EJ 391 117	SE 544 274	EJ 391 118
SE 544 275	EJ 391 118	SE 544 275	EJ 391 119
SE 544 276	EJ 391 119	SE 544 276	EJ 391 120
SE 544 277	EJ 391 120	SE 544 277	EJ 391 121
SE 544 318	EJ 391 121	SE 544 318	EJ 391 122
SE 544 319	EJ 391 122	SE 544 319	EJ 391 123
SE 544 320	EJ 391 123	SE 544 320	EJ 391 124
SE 544 345	EJ 391 124	SE 544 345	EJ 391 125
SE 544 346	EJ 391 125	SE 544 346	EJ 391 126
SE 544 347	EJ 391 126	SE 544 347	EJ 391 127
SE 544 348	EJ 391 127	SE 544 348	EJ 391 128
SE 544 349	EJ 391 128	SE 544 349	EJ 391 129
SE 544 350	EJ 391 129	SE 544 350	EJ 391 130
SE 544 351	EJ 391 130	SE 544 351	EJ 391 131

PRINT *CIJE*		ERIC MASTER FILES (Including Online and CD ROM Files)	
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SE 544 383	EJ 391 131	SE 544 383	EJ 391 132
SE 544 384	EJ 391 132	SE 544 384	EJ 391 133
SE 544 385	EJ 391 133	SE 544 385	EJ 391 134
SE 544 386	EJ 391 134	SE 544 386	EJ 391 135
SE 544 387	EJ 391 135	SE 544 387	EJ 391 136
SE 544 394	EJ 391 136	SE 544 394	EJ 391 137
SE 544 395	EJ 391 137	SE 544 395	EJ 391 138
SE 544 396	EJ 391 138	SE 544 396	EJ 391 139
SE 544 397	EJ 391 139	SE 544 397	EJ 391 140
SE 544 398	EJ 391 140	SE 544 398	EJ 391 141
SE 544 399	EJ 391 141	SE 544 399	EJ 391 142
SE 544 400	EJ 391 142	SE 544 400	EJ 391 143
SE 544 401	EJ 391 143	SE 544 401	EJ 391 144
SE 544 402	EJ 391 144	SE 544 402	EJ 391 145
SE 544 403	EJ 391 145	SE 544 403	EJ 391 146
SE 544 404	EJ 391 146	SE 544 404	EJ 391 147
SE 544 405	EJ 391 147	SE 544 405	EJ 391 148
SE 544 406	EJ 391 148	SE 544 406	EJ 391 149
SE 544 407	EJ 391 149	SE 544 407	EJ 391 150
SE 544 408	EJ 391 150	SE 544 408	EJ 391 151
SE 544 409	EJ 391 151	SE 544 409	EJ 391 152
SE 544 410	EJ 391 152	SE 544 410	EJ 391 153
SE 544 411	EJ 391 153	SE 544 411	EJ 391 154
SE 544 412	EJ 391 154	SE 544 412	EJ 391 155
SE 544 413	EJ 391 155	SE 544 413	EJ 391 156
SE 544 414	EJ 391 156	SE 544 414	EJ 391 157
SE 544 415	EJ 391 157	SE 544 415	EJ 391 158
SE 544 416	EJ 391 158	SE 544 416	EJ 391 159
SE 544 417	EJ 391 159	SE 544 417	EJ 391 160
SE 544 418	EJ 391 160	SE 544 418	EJ 391 161
SE 544 419	EJ 391 161	SE 544 419	EJ 391 162
SE 544 420	EJ 391 162	SE 544 420	EJ 391 163
SE 544 421	EJ 391 163	SE 544 421	EJ 391 164
SE 544 422	EJ 391 164	SE 544 422	EJ 391 165
SE 544 423	EJ 391 165	SE 544 423	EJ 391 166
SE 544 424	EJ 391 166	SE 544 424	EJ 391 167
SE 544 425	EJ 391 167	SE 544 425	EJ 391 168
SE 544 426	EJ 391 168	SE 544 426	EJ 391 169
SE 544 427	EJ 391 169	SE 544 427	EJ 391 170
SE 544 428	EJ 391 170	SE 544 428	EJ 391 171
SE 544 429	EJ 391 171	SE 544 429	EJ 391 172
SE 544 430	EJ 391 172	SE 544 430	EJ 391 173
SE 544 431	EJ 391 173	SE 544 431	EJ 391 174
SE 544 432	EJ 391 174	SE 544 432	EJ 391 175
SE 544 435	EJ 391 175	SE 544 435	EJ 391 176
SE 544 436	EJ 391 176	SE 544 436	EJ 391 177
SE 544 437	EJ 391 177	SE 544 437	EJ 391 178
SE 544 438	EJ 391 178	SE 544 438	EJ 391 179
SE 544 439	EJ 391 179	SE 544 439	EJ 391 180
SE 544 508	EJ 391 180	SE 544 508	EJ 391 181
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SE 544 510	EJ 391 182	SE 544 510	EJ 391 183
SE 544 511	EJ 391 183	SE 544 511	EJ 391 184
SE 544 512	EJ 391 184	SE 544 512	EJ 391 185
SE 544 513	EJ 391 185	SE 544 513	EJ 391 186
SE 544 514	EJ 391 186	SE 544 514	EJ 391 187
SE 544 515	EJ 391 187	SE 544 515	EJ 391 188
SE 544 516	EJ 391 188	SE 544 516	EJ 391 189
SE 544 517	EJ 391 189	SE 544 517	EJ 391 190
SE 544 518	EJ 391 190	SE 544 518	EJ 391 191
SE 544 519	EJ 391 191	SE 544 519	EJ 391 192
SE 544 520	EJ 391 192	SE 544 520	EJ 391 193
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PRINT *CIJE*		ERIC MASTER FILES (Including Online and CD ROM Files)	
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SE 544 561	EJ 391 194	SE 544 561	EJ 391 195
SE 544 562	EJ 391 195	SE 544 562	EJ 391 196
SE 544 563	EJ 391 196	SE 544 563	EJ 391 197
SE 544 564	EJ 391 197	SE 544 564	EJ 391 198
SE 544 571	EJ 391 198	SE 544 571	EJ 391 199
SE 544 583	EJ 391 199	SE 544 583	EJ 391 200
SE 544 584	EJ 391 200	SE 544 584	EJ 391 201
SE 544 585	EJ 391 201	SE 544 585	EJ 391 202
SE 544 586	EJ 391 202	SE 544 586	EJ 391 203
SE 544 587	EJ 391 203	SE 544 587	EJ 391 204
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SE 544 589	EJ 391 205	SE 544 589	EJ 391 206
SE 544 590	EJ 391 206	SE 544 590	EJ 391 207
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SE 544 601	EJ 391 217	SE 544 601	EJ 391 218
SE 544 626	EJ 391 218	SE 544 626	EJ 391 219
SE 544 627	EJ 391 219	SE 544 627	EJ 391 220
SE 544 628	EJ 391 220	SE 544 628	EJ 391 221
SE 544 629	EJ 391 221	SE 544 629	EJ 391 222
SE 544 642	EJ 391 222	SE 544 642	EJ 391 223
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SE 544 644	EJ 391 224	SE 544 644	EJ 391 225
SE 544 645	EJ 391 225	SE 544 645	EJ 391 226
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SE 544 647	EJ 391 227	SE 544 647	EJ 391 228
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SE 544 682	EJ 391 252	SE 544 682	EJ 391 253
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SE 544 686	EJ 391 256	SE 544 686	EJ 391 257

PRINT *CIJE*		ERIC MASTER FILES (Including Online and CD ROM Files)	
Original Clearinghouse Number	Original EJ Number	Corrected Clearinghouse Number	Corrected EJ Number
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SE 544 695	EJ 391 258	SE 544 695	EJ 391 259
SE 544 696	EJ 391 259	SE 544 696	EJ 391 260
SE 544 697	EJ 391 260	SE 544 697	EJ 391 261
SE 544 698	EJ 391 261	SE 544 698	EJ 391 262
SE 544 699	EJ 391 262	SE 544 699	EJ 391 263
SE 544 700	EJ 391 263	SE 544 700	EJ 391 264
SE 544 701	EJ 391 264	SE 544 701	EJ 391 265
SE 544 702	EJ 391 265	SE 544 702	EJ 391 266
SE 544 703	EJ 391 266	SE 544 703	EJ 391 267
SE 544 704	EJ 391 267	SE 544 704	EJ 391 268
SE 544 753	EJ 391 268	SE 544 753	EJ 391 269
SE 544 754	EJ 391 269	SE 544 754	EJ 391 270
SE 544 755	EJ 391 270	SE 544 755	EJ 391 271
SE 544 756	EJ 391 271	SE 544 756	EJ 391 272
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SE 544 759	EJ 391 274	SE 544 759	EJ 391 275
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SE 544 761	EJ 391 276	SE 544 761	EJ 391 277
SE 544 762	EJ 391 277	SE 544 762	EJ 391 278
SE 544 763	EJ 391 278	SE 544 763	EJ 391 279
SE 544 764	EJ 391 279	SE 544 764	EJ 391 280
SE 544 765	EJ 391 280	SE 544 765	EJ 391 281
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SE 544 768	EJ 391 283	SE 544 768	EJ 391 284
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SE 544 803	EJ 391 285	SE 544 803	EJ 391 286
SE 544 804	EJ 391 286	SE 544 804	EJ 391 287
SE 544 805	EJ 391 287	SE 544 805	EJ 391 288
SE 544 806	EJ 391 288	SE 544 806	EJ 391 289
SE 544 818	EJ 391 289	SE 543 818	EJ 391 095

The University of Wisconsin - Platteville

171 Doudna Hall 1 University Plaza Platteville, Wisconsin 53818-3099 (608) 342-1252

Department of Counselor Education

March 8, 1990

Ted Brandhorst
Director, ERIC Processing
and Reference Facility
2440 Research Boulevard
Rockville, Maryland 20850

Dear Mr. Brandhorst

Your confirmation of the public domain status of ERIC data, including the abstracts available on CD systems, encouraged further development of our downloading projects.

Our first use of the download feature removed some of the pressure on printers in our library. Students and faculty were completing their ERIC searches and printing the results in the library. Downloading to disk moved the print operation to a departmental computer. There was an immediate tendency to leave data on disk and save paper, especially by students that commuted. A second tendency was to end searches with a larger number of abstracts. Where students tended to narrow the search to less than twenty when printing, downloading made files with fifty or one hundred articles feasible.

Since we were "importing" the ERIC files into a word processor for printing, the search feature became attractive. Students could quickly narrow a library search to less than two hundred articles, download all, and then continue to narrow the search on other computers. The library noticed an increase in number of students and a decrease in time on their computers, especially in printer time and paper.

A third development occured when we began to generate a number of "mini data bases" in advance. Graduate assistants created a series on depression, narrowed on selected topics. There were about eleven files covering all aspects of depression. Another early series was developed for our Womens Center, narrowed on topics mentioned in their support sessions. We anticipate that many of the focus groups (sucide prevention, alcohol and drug prevention, etc.) would profit from having mini data bases readily available for their participants. Students in departmental labs can access the ERIC system through these disk based files that contain everything in the ERIC system on that topic. The word search feature on a word processor taught them the same technique necessary for a "real" search in the library. The student's introduction to ERIC was in a much more personal setting than the library. There are now departmental disk files for many of our core courses, and students may make copies for use at home.

We then created several files for school districts, on topics related to curriculum development and proposal writing. We divided the large topics into bite sized files manageable within word processing. Schools tended to assign teachers and staff to separate files for local searches. We began to receive requests from individual teachers and counselors for disk based files.
At present, we are completing a videotape series on counseling issues. We plan to include a disk with ERIC references for each segment. This will be a direct download from ERIC with our comments before each segment.
Although bigger seems to be better, I can see a market for disk based mini data bases, especially on 1.4 meg disks. That is enough space to keep many professionals busy. Selecting the keywords to divide an area is not that difficult. This intermediate niche between CD and paper could introduce a lot of people to electronic media.
The final advantage to the disk based system is manipulation of the data within a word processor. Any window based processor allows quick movement of selected items into a new file. Thus a search within a disk file in an office or home on a word processor may be superior to the library search of the entire data base. The coffee is closer at hand also.
I would consider the marketing possibilities realistic, given the public domain status of the data. The cost of the disks is low, and the downloading requires about thirty minutes of professional time planning the searches for about one hour of downloading by a student. This is the equivalent of about six hours of student time in the library, but it leads to unlimited search time later. It is quite likely that our department will offer downloading services requested by phone and mailed to users. Students in adult education courses especially appreciate the "instant" data base they can use before a seminar or take home after a session on campus. Swapping the disk for one with more focused topics is a phone call and the mail box away.
We are quite happy with the service we can offer students and schools. The simplicity of the system could make it attractive to many ERIC users.

Sincerely

Tom Morris

Tom Morris
Counselor Education Department

Department of Information Services,
Royal Melbourne Institute of Technology,
GPO Box 2476V,
Melbourne Vic 3001
Telephone (03) 660 3059
Fax (03) 663 2764

Ted Brandhorst,
Director,
ERIC Processing and Reference Facility,
Suite 550,
2440 Research Boulevard,
Rockville MD 20850-3238.
9th November, 1989.

Dear Ted,

I would like to express my warm appreciation for your hospitality when I visited the Facility recently to gather information for my research project on database indexing. Thank you so much for fitting me into your very busy schedule, and for your thoughtful answers to my questions.

Please convey special thanks to Carolyn Weller and Jim Houston for the useful discussions and relevant materials. It was a privilege and pleasure to meet you all. The visit was of great assistance to my study.

Thanks again also to Liz for so kindly driving me to the Metro.

Best wishes and thanks again.

Cherryl

CHERRYL SCHAUDER

ERIC DIRECTORS MEETING
May 1-2, 1990

--AGENDA--

Monday, April 30

7:00 pm	ERIC Executive Committee dinner

Tuesday, May 1

9:00 am--9:30 am	Coffee, welcome and agenda overview (Stonehill, Conrad)
9:30 am--10:30 am	Status report and next steps on Compact **ERIC** (Richard Wood, UMI)
10:15 am--10:30 am	Break
10:30 am--11:00 am	**ERIC Executive Committee** report; nominations for new members (Conrad)
11:00 am--12:00 noon	**OERI Update** (ERIC staff)--brief presentations and discussions of new topics and initiatives:
	Status of FY 1990 funding and FY 1991 and FY 1992 budget requests
	Survey of journal editors
	Status of **ERIC Annual Report--1989**
	Review and discussion of Clearinghouse final reports
	EDRS re-competition
	Results of Fast Response Statistical Survey about OERI Institutional Projects
	National education goals and ERIC
	Realignment of monitoring responsibilities
	Status of project to enter exemplary educational programs into ERIC
	ERIC international
12:00 pm--1:30 pm	Luncheon

1:30 pm--4:00 pm	**ERIC Task Forces:** Mission, Status and Future
(1:30-2:15)	**Discussion of Task Force Reconfiguration**
	Technology (Eisenberg) New Products Training (Rennie) Assessment (Smith) User Services (Wagner) White House Library Conference ERIC 25th Anniversary Others?
(2:15-3:00)	**Meeting of new Task Forces**
(3:00-3:15)	Break
(3:15-4:00)	**Reports from Task Force meetings**
4:00 pm--4:30 pm	Status and further discussion of obtaining **outside support** for adjunct Clearinghouses; other initiatives
4:30 pm--4:45 pm	Sharing Clearinghouse resources (Conrad)
5:30 pm--7:30 pm	Reception for ERIC Directors

Wednesday, May 2

9:00 am--9:15 am	Election of new Executive Committee members
9:15 am--10:15 am	**ACCESS ERIC issues:**
	Partners (Fustukjian, Walz)
	The ERIC Review -- status and topics for the next issue
	Assessment
10:15 am--10:30 am	Status of new scope of interest statements (Brandhorst)
10:30 am--10:45 am	Break
10:45 am--11 am	Planning for future meetings (ACCESS ERIC)

11:00 am--11:45 am	Wrap-up of Directors meeting: continuation of unfinished business, review of decisions and assignments
11:45 am--1:00 pm	Lunch

Joint ERIC Directors/Technical Meeting

1:00 pm--1:30 pm	Mary Ludwig, Association of State Colleges and Universities--**On being an ERIC Partner**
1:30 pm--2:00 pm	**ACCESS ERIC:** Status report and planned activities for year 2
2:00 pm--2:45 pm	**Presentation by Christopher T. Cross, the Assistant Secretary for Research and Improvement**, on the new national dissemination policy
2:45 pm--3:30 pm	**ERIC Facility** report, including: Royalties ERIC Digests Online
3:30 pm--3:45 pm	**EDRS** and **Oryx Press**
3:45 pm--4:00 pm	Break
4:00 pm--4:20 pm	Discussion of **acquisitions policy** for federal and federally-supported documents (Krekeler)
4:20 pm--5:00 pm	Discussion of scope of interest statements--how definitive must they be?

ERIC NATIONAL TECHNICAL MEETING AGENDA
MAY 2-4, 1990

MAY 2, 1990

About 1:30 PM — JOINT DIRECTOR/TECHNICAL MEETING

6:00 PM — TECHNICAL STEERING COMMITTEE RECEPTION
EVENING OF 2 MAY 1990
(Steering Committee Suite--
Jane Henson's Room)

MAY 3, 1990 — ALL SESSIONS ARE HELD IN THE MASTER SUITES UNLESS OTHERWISE NOTED

8:00--9:00 AM — WAKE-UP CALL AND COFFEE

9:00--9:30 AM — WELCOME, INTRODUCTIONS, MEETING LOGISTICS
Jane Henson

1) INTRODUCTIONS OF CENTRAL ERIC, FACILITY, EDRS, ACCESS ERIC, STEERING COMMITTEE, GUESTS

2) CERIC REMARKS Bob Stonehill

3) SUMMARY REPORT FROM DIRECTORS MEETING TO TECHNICAL MEETING Jane Henson and Judi Conrad

9:30-10:45 AM — ACCESS ERIC Paula Seidman and Belinda Taheri

An assessment of the first year of ACCESS ERIC; the AE data files: who, what, when, where, future files; types of AE users; kinds of AE requests

10:45-11:00 AM — BREAK

11:00-12:00 NOON — CONCURRENT MEETINGS:

DAILY CLEARINGHOUSE OPERATIONS:
THE MIDDLE MANAGEMENT PERSPECTIVE
Jane Henson
An idea sharing session about issues facing daily clearinghouse operations: productivity, motivation, literacy, staffing, technology, etc.,.

QUALITY DOCUMENT ACQUISITION
Dianne Rothenberg, Nancy Krekeler, Gail Mathews, Janet Drill

Discuss how the Facility assists the clearinghouse acquisition efforts; outline a successful acquisition program at the clearinghouse level; present CERIC'S continuing efforts to acquire Department of Education documents in a timely fashion.

12:00--1:45 PM — GROUP LUNCH

1:45--3:00 PM — FACILITY REPORTS--EDO, ON-LINE ADR, QUALITY INPUTTING TECHNIQUES, ETC.,.
Ted Brandhorst, Carolyn Weller
and
Facility Staff

ADR online presentation (with hands on opportunities during a roundtable session at 3:00 PM); discussion of ERIC Digests Online guidelines; acquisitions arrangements list; ERIC Clearinghouse publications; ERIC Telephone Directory; EAB; Adjuncts; OERI documents; physical quality of documents

3:00--3:15 PM — BREAK

3:15--4:30 PM

ROUNDTABLE DISCUSSION:

1) TECHNICAL PROCESSING
Sandra Kerka

Issues and problems: free lance versus in-house abstracters; processing digests for EDO; in-house systems for tracking documents

2) FACILITY EDITING
Carolyn Weller

Facility editing staff will review individual documents with clearinghouse personnel to discuss how to improve the quality of the abstracts

3) ACCESS ERIC
Paula Seidman and Belinda Taheri

4) EDRS--TECHNICAL QUALITY ISSUES
Vic Fortin and Ted Brandhorst

Reproducibility Standards and ERIC Documents: What Will Happen?

Clearinghouses need to obtain better copies of documents for the ERIC database. If good quality copies are not available, then the document levels may need to be changed. Learn how to note what will not reproduce, when to use best copy available, and when documents will be returned to the clearinghouses.

5) TRAINING ISSUES
Jeannie Rennie

6) ADR ONLINE DEMONSTRATION
(Held in Paula Seidman's Room)

MAY 4, 1990

8:00--9:00 AM WAKE-UP CALL AND COFFEE

9:00-10:15 AM ERIC CD-ROM PRODUCTS:
COMPACT ERIC AND PRACTITIONER ERIC
Bob Stonehill

An overview of the ERIC CD-ROM products developed with UMI

10:15-10:30 AM BREAK

10:30-11:30 AM CONCURRENT MEETINGS:

USER SERVICES: INTERORGANIZATIONAL RELATIONSHIPS AND ERIC USER SERVICES
Gail Londergan; Norma Howard; Paula Seidman

A session that will include a general orientation to ideas about interorganizational relationships, an overview of the types of relationships most typical to the ERIC environment, and a description of ACCESS ERIC and its relationships with clearinghouses, with partners, etc.,.

VOCABULARY: VRG MEETING
Jim Houston and Anita Colby

A hands on session on how to complete the vocabulary development form; discussion about deleting, changes, additions, related terms, scope definition; suggested reference tool for vocabulary development

11:30-12:30 PM ROUNDTABLE DISCUSSION:

1) VOCABULARY Anita Colby
An individual help session for people who have questions about vocabulary development

2) CIJE Magon Kinzie

Editing issues; gaps in journal input; source journal index updates; etc.,.

3) USER SERVICES MANUAL
Judy Wagner

Content and uses of the projected User Services Manual will be described

4) CD-ROM APPLICATIONS FOR CLEARINGHOUSES
Mary Lou Finne

Discussion of how clearinghouses use the CD-ROM to assist with day-to-day operations in technical processing, publications, and user services

5) SOLVING TECHNICAL PROBLEMS
Jane Henson

A dialogue about networking to solve computer/software/telecommunications in individual clearinghouses

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12:30--1:45 PM LUNCH ON YOUR OWN WITH A FRIEND

1:45--3:15 PM THE TECHNICAL PERSPECTIVE ON NEW CLEARINGHOUSE SCOPE GUIDELINES
Dianne Rothenberg, Ted Brandhorst, Jeannie Rennie, Craig Howley, Nola Aiex

A discussion of scope etiquette; suggested guidelines and operational goals to resolve the question: "whose scope is it anyway?"

3:15--3:30 PM BREAK

3:30--4:30 PM	COOPERATIVE PUBLISHING Judi Conrad What is cooperative publishing; how does it work; and why is it good for ERIC?
4:30--5:00 PM	EVALUATION, WRAP-UP Steering Committee

MEMORANDUM

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

TO : ERIC Clearinghouse Directors April 30, 1990

FROM : Robert Stonehill
Director, ERIC Program

SUBJECT: Clearinghouse Annual Reports

Thank you very much for your 1989 annual reports. Each contains valuable information which will be used throughout the year, e.g. in ERIC's Annual Report, responses to inquiries, budget justifications, and presentations. Although we may need to call you to obtain additional information, we believe that the frequency of these calls has been greatly reduced since we have been collecting and analyzing recent statistical, quarterly, and annual reports.

The updated annual report format, along with explanations of some of these items, is attached.

The annual report should describe activities carried out during the contract year; it **replaces** the 4th quarter narrative report (or the report due for the October-December quarter). **It is due February 1st** and covers the period from the beginning of the year's contract through December 31.

The report should emphasize actual performance and not merely describe standard procedures. Information should not be duplicated from the original proposal. Please provide information for all sections/items included in the attached annual report format--do not delete portions of the report. Care should be taken to ensure that all statistical data included in the annual report is identical to that included in your quarterly statistical reports.

Three paper copies of the report are required. We would also like to receive the Trends and Issues on a 5 1/4" IBM formatted floppy disk (preferably in WordPerfect 5.0 or 5.1).

If you have any comments or suggestions, please contact Dorothy Myers at 202/357-6849.

Attachment

Annual Report

I. **Executive Summary**
Narrative summary of clearinghouse highlights, anecdotes, etc., (to be used in response to questions and for possible use in ERIC Annual Report). Also, please include the #1 sales publication for the year along with the number of copies sold. This summary should be short--three to five pages maximum--and should not repeat whole paragraphs from other sections of the report.

II. **Trends and Issues**
Two-three page summary of trends and issues, which must contain notes, references and ED/EJ numbers that support the narrative. (This section will be used in the Central ERIC Annual Report). Also send this information on a floppy disk using 5.0 or 5.1 version of WordPerfect.

III. **Acquisitions**
1. Acquisition Efforts and Formal Arrangements (include list of arrangements with indication of type of arrangement, source, and date of most recent contact)
2. Maintaining Contact with Contributors

Note: acquisition procedures and flow charts are not required unless they are dramatically different from the original proposal. Include contract year activities.

IV. **Selection and Input for Resources in Education (RIE)**
1. Quality Control
2. Balance Among Scope Areas
3. Turnaround Time and Backlog
   --include actual information, not "usually two-three weeks", etc.; describe any problems encountered to cause "periodic" delays. If statistical report indicates backlog, be sure that annual report reflects and addresses backlog.
4. Figure on Current and Previous Two Years RIE Input
5. Level of Input at Level I, II, and III
   --include exhibit for Processing Levels, also figure of Documents Selected by Scope Area when Clearinghouse covers more than one scope area

V. **Selection and Input for Current Index to Journals in Education (CIJE)**
1. Journal Coverage and Selection Criteria (Include List of Journals Covered)
2. Turnaround Time and Backlog
   --include actual information, not "usually two-three weeks", etc.; describe any problems

encountered to cause "periodic" delays. If statistical report indicates backlog, be sure that annual report reflects and addresses backlog.

3. Figure on Current and Previous Two Years CIJE Input

VI. User Services

1. Assessing User Needs (include impact/outcome of assessment activities)
2. Developing User Service Products
3. Linkages with Professional Organizations (Include Exhibit)
4. Linkages with ERIC Partners (Include list of Partners and addresses)
5. Conducting User Workshops (Include list of workshops conducted, purpose, audience, date)

VII. Computer Search Services

Procedures for Handling Computer Search Services

VIII. Publications

1. Product Development and Review
2. Promotion/Marketing and Dissemination
3. Assessing Publication Effectiveness
4. Joint Publication Arrangements (if any)
5. Published Reviews
6. Exhibit listing **all** (not only major) publications and products developed during contract year --indicate the status of each publication and product. Completion of a publication or product is when the final 10 printed copies have been received by OERI/ERIC. If a publication or product has been substituted or a title changed, please note the original and substitute publication or product and original and changed title.

IX. Clearinghouse Management

1. Institutional Support for Clearinghouse
2. Meetings, Travel, and Related Activities --include all OERI/ERIC supported activities, not only systemwide travel
3. Computer Resources
4. Staffing Table --for quarter(use format for quarterly report)

X. System Maintenance and Improvement

1. Vocabulary Review Procedures (only include deviations or changes from established procedures)
2. Initiation of New Descriptors (include proposed descriptors and status)

Annual Report Format -- Page 3

3. Other Special Projects
4. ERIC Task Force Activities

XI. Staff Training
1. Training of Current Staff
2. Training of New Staff

XII. Advisory Board
1. Composition (Include list of members: name, complete address, phone number, constituency representation) Copies of biographies for members are necessary.
2. Clearinghouse-Board Interactions
3. Summary of Advisory Board Meeting

XIII. Collaboration with Regional Laboratories, National R&D Centers, NDN, and Other ED-Funded Programs

XIV. Special Projects

XV. Revolving Fund

XVI. Performance Category Budget (for current year proposed and actual information)

ACQUISITIONS UPDATE

Since the last Technical Meeting the following acquisition activities have occurred:

- Sponsored a meeting of OERI Program Officers, General Counsel and Grants and Contracts staff to discuss copyright issues pertaining to government sponsored products and publications.

- Worked with the Office of Research in preparing for the Center Recompetition. Will continue to work with them during the negotiations of the final awards where specific guidance about deliverables will be added.

- Worked with the Programs for the Improvement of Practice staff in preparing the RFP for the Lab Recompetition. Specific language in the RFP states that all deliverables must meet ERIC reproducibility guidelines and be available for distribution by ERIC (i.e. Level 1).

- Established a contact point in FIPSE and, now receive FIPSE reports on a regular basis.

Future plans:

- Establish a drop off point in the new Satellite library in FOB-6 for ED and ED-sponsored publications to be submitted to ERIC.

Problems and Comments:

Problem #1: OERI Contractors and Grantees are complaining to their OERI Project Officers that ERIC Clearinghouses and the ERIC Facility are contacting them directly for publications.

Comments:

- The purpose of the OERI acquisition program is to ensure a comprehensive gathering of OERI sponsored publications for the ERIC system. The ERIC acquisition program should complement not compete with the OERI acquisition activities

- OERI Project Officers provide Nancy with two copies of each product or publication for the ERIC system which Nancy then sends to the Facility. The Facility keeps one for pagination and sends the other to the appropriate Clearinghouse for processing. This can take time--as there may be a delay in each step of the process. All publications are sent to the Facility within two weeks of receiving them--most of the time.

- ERIC Clearinghouses and the ERIC Facility should not to request publications from OERI Contractors or Grantee such as: Research Centers, Regional Laboratories, Star Schools, or NDN. This is Nancy's responsibility.

- Any correspondence, such as a mass mailing that includes OERI Contractors and Grantees, should avoid specific requests for publications.

- If a Clearinghouse or the Facility would like a copy of a publication from an OERI Contractor or Grantee for their subject libraries--not the database--a letter from one Director to another would be considered appropriate. This type of correspondence would not be viewed as acquisition activity.

- If a Clearinghouse identifies a "Hot" product, ED or ED-sponsored, and warrants PRIORITY handling--contact Nancy or Gail immediately. Those requests will be expedited.

- As more Adjuncts come about, acquisition arrangements must be determined on a case-by-case basis. The acquisitions arrangements for any Adjuncts involving ED offices, should be discussed with Nancy. (If only for informational purposes.)

Problem #2: ED and ED-sponsored products and publications are taking too long (i.e. six months to a year) to get into the database. The OERI publications list does not have ED numbers because so few of the publications recieve an ED number on a timely basis. OERI's policy is all or none when it comes to putting ED numbers on a publications list.

Comments:

- The Facility recently began tagging OERI documents to bring them to the attention of Clearinghouse staff.

- OERI Contractors and Grantees are using ERIC as the vehicle to put a publication in the public domain before selling it. It is becoming even more important for OERI and OERI-supported publications to be processed quickly.

- All Department of Education documents should be processed within two weeks of receiving them or receiving clearance from OERI (for those documents received directly at the Clearinghouse). It is expected that all ED or ED-sponsored publications should have an ED number within three to four months of receipt.

- All ED or ED-sponsored publications should be processed at Level 1. Any requests received by the Clearinghouse or the Facility for Level 2 or Level 3 processing should be brought to my attention before processing.

Problem #3: ERIC Clearinghouses are not seeking the approval of their ERIC monitors before removing or adding a journal title to CIJE.

Comments:

- All changes in CIJE journal titles should be approved by the ERIC monitor prior to notifying Oryx press.

Restatement of Acquisition Responsibilities (taken from the Processing Manual):

1. Central ERIC establishes the basic policies governing all acquisitions work. In addition, Central ERIC has the responsibility for the acquisition of reports prepared under contract or grant with the...[Department of Education (including OERI)]. Central ERIC controls the overall number of journals covered by CIJE.

2. Clearinghouses have basic responsibility for establishing document acquisitions programs covering comprehensively their respective subject areas. Each Clearinghouse has a designated "acquisition" staff member responsible for acquiring documents, and subscribing to journals within the Clearinghouse's scope of interest

3. ERIC Facility has basic responsibility for the Federal area...[outside ED]; for State Departments of Education; for certain foreign, international, and inter-governmental arrangements; for major education associations; for general education publishers; and for systemwide coordination to avoid duplication of effort.

4. CIJE Contractors. While the Clearinghouses have responsibility for identifying, acquiring, evaluating, and making recommendations concerning coverage for all new education-related journals, the CIJE Contractors controls and coordinates all additions to coverage and, with Central ERIC, determines the overall number of journals to be covered.

ERIC FACILITY REPORT

ERIC DIRECTORS/NATIONAL TECHNICAL MEETING

(MAY 1-4, 1990)

1. ERIC Clearinghouse Scope of Interest Statements (Revised Versions)
2. *ERIC Thesaurus* (12th Edition) Update
3. *ERIC Directory* (May 1990 Edition)
4. ERIC Acquisitions Arrangements (EAA) List
5. *ERIC Processing Manual* (EPM) Revision
6. ERIC Digests
   --Printed Copies in the Archival ERIC Clearinghouse Collection at the ERIC Facility
   --ERIC Digests Online (EDO) Full Text File
7. Acquisitions Data Report (ADR) Online
8. Document Reproducibility Problems
9. ISSN To Be Captured for All Serial and Journal Article Records
10. *ERIC Administrative Bulletin* (EAB) Input
11. Royalties/Usage Feed to be Applied to ERIC Database

1. **ERIC CLEARINGHOUSE SCOPE OF INTEREST STATEMENT (REVISED VERSIONS)**

At our last get-together, we suggested that with so many new contracts recently signed, it was a good time to take a look at scope of interest statements and make sure they agree with what is in your respective contracts. Also, there were several new developments that had created some "turf" problems that needed to be resolved. Also, the new Adjuncts needed scope statements that would fit in with the regular Clearinghouse statements without causing problems.

Prior to this meeting, six (6) Clearinghouses sent in revised statements, five with diskette sets of "Applicable Terms": EA, PS, RC, SE, SO, UD. We also received statements (without terms) from all three of the Adjuncts (those, being completely new, are attached). We are hoping that the other eleven statements are either going to be given us during the meeting or are being worked on. Please try to get them to us as soon as you can.

2. **ERIC THESAURUS (12TH EDITION) UPDATE**

The *Thesaurus* additions and revisions leading up to the 12th edition are completed and the file has been updated. Proof copies of the various displays (alpha, rotated, hierarchical) are being checked. If no anomalies are discovered, the various tapes will be prepared and sent to Oryx to serve as the basis for the hardbound 12th edition. In any event, new tapes will go to Oryx in May. Printed working copies will be distributed to network components in May.

A total of over 280 new Descriptors are included in this revision. Anita Colby managed to give us about a month of her time to help complete the work and Lynn Barnett very kindly kept her connection with ERIC alive in order to revise the Introduction.

3. **ERIC DIRECTORY (MAY 1990 EDITION)**

Being distributed (one per organization) at this meeting is the new edition of the *ERIC Telephone Directory*. It is modelled on previous editions and contains a variety of useful material at the back about SOC's, ERIC Clearinghouse contact points, language skills, etc. For the first time, it also contains entries for the three official "Adjunct ERIC Clearinghouses." FAX numbers seem to have settled down. Additional copies will be mailed directly to all components.

Remember to keep Elizabeth Pugh informed of changes in staff and telephones so that she can issue revised pages as needed.

4. **ERIC ACQUISITIONS ARRANGEMENTS (EAA) LIST**

The last complete *ERIC Acquisitions Arrangements List* was dated March 1988. We were due to hand out a new revised cumulation at this meeting. However, what you are getting is only the alphabetic array because we ran into production problems with it. We still have to generate the section sorted by Clearinghouse before we will have a complete publication.

The preliminary publication being given you today contains all the arrangements reported to us to date (some 1,400 entries) and is quite usable as an acquisitions and reference tool but we <u>will</u> be sending you a more finished product later in May.

1111

5. ERIC PROCESSING MANUAL (EPM) REVISION

The Preface, Introduction, and Chapter on "Selection" of the EPM have been revised. They are being passed through Central ERIC and the Technical Steering Committee for review. We are currently working on the "Acquisitions" chapter. A great many suggestions have been received from the field and a great many EAB "processing advisories" from over the past seven years have been assembled to be integrated into the new text. We are doing our best to compress, but for everything we make more succinct, there seems to be new material to be added. If we achieve greater compression, it looks as if it will be due to type faces rather than fewer words.

We are aiming to get done by November 1990 or thereabouts and the thought right now is that we will issue the revision all at once rather than piecemeal.

6. ERIC DIGESTS

A. PRINTED COPIES PHYSICALLY IN THE ARCHIVAL ERIC CLEARINGHOUSE PUBLICATION COLLECTION AT THE ERIC FACILITY

Attached is a list of the ERIC Digests received from the ERIC Clearinghouses by the ERIC Facility. The list appears in two displays: (1) By Clearinghouse, then alphabetically by title; (2) alphabetically by title, all Clearinghouses intermixed.

The complete title of each Digest is presented, together with the Digest number assigned by the Clearinghouse and the ED number, if known. Titles on the first EDO full text tape are underlined (a total of 318 Digests). Titles on the second EDO full text tape are underlined *and* an asterisk appears by the ED number (a total of 155 Digests).

In some cases, Digests exist or have been put into the ERIC database, but have never been physically sent to the Facility for this collection. These are listed at the end of each array as "Missing Digests." In order to help complete this collection, please provide the Facility with copies of all "Missing Digests" listed for your Clearinghouse. If you have Digests that do not appear on this list in either capacity, we would also appreciate copies.

B. ERIC DIGESTS ONLINE (EDO) FULL TEXT FILE

There were 318 Digests on Tape #1 that went to DIALOG and other vendors last year. There will be 155 Digests on Tape #2 that will go to the vendors in May 1990.

Although we had hoped to have in hand all the Digest data for Tape #2 by January 15, 1990, data was still arriving from the Clearinghouses in March.

A wide variety of technical problems were experienced with the data, some requiring multiple transmissions or diskettes. Some of the non-technical problems were:

(1) Four records cited incorrect ED numbers. This is potentially disastrous because, if undetected, it could have resulted in the wrong resume record being matched with the wrong Digest text.

(2) In numerous records, the full text varied from the printed Digests being used to proof against. The differences went both ways. In some cases the Clearinghouses had shortened the text to come within the 1,500 word guideline. In other cases, Clearinghouses had seen the EDO file as an opportunity to add back in text that had apparently been edited out of the printed version. The printed Digest and the online Digest should agree with one another.

Having now looked at hundreds of Digests, we are inclined to make the following editorial observations concerning printed copies:

- Include the ERIC logo. While most Clearinghouses did, one did not.
- Include a publication date. Four Clearinghouse failed to include this essential element.
- Include an "EDO" report number in the recommended format. Six Clearinghouse are still not using this "standard" identifier.
- Please adhere reasonably close to the 1,500 word recommended size. Several Digests seriously exceeded this limit (i.e., more than doubled it).
- Typographic errors were more numerous in the Digests than would be expected for such short publications, indicating a need for more careful proofing of final copy.

Attached are two tables. Table 1 provides a profile of what can be found on Tape #2 from each Clearinghouse. It also provides a schedule for sending all remaining Digest full text data to the Facility.

Table 2 provides a count of Digest appearances in RIE so far in 1990.

7. ACQUISITIONS DATA REPORT (ADR) ONLINE

The online ADR system was demo'd at the last meeting, but until recently we were experiencing problems with the communications aspects that were to permit remote online access to the system. We found that the problems we were having when trying to operate in a background partition on a 286 micro went away as soon as we installed the system on a 386 micro. Our 386 arrived last Monday. We got it up and running during the week and the system works fine on it. It will be the home of the online ADR system we will be opening to you across the next month.

Pat Brown will be demonstrating the use of the system on Thursday (May 3), operating out of the ACCESS ERIC suite during the afternoon round table session (3-5 p.m.).

The online ADR system will carry a file of a year's worth of data and will permit the real time checking and updating of single titles, scrolling through the file around a specified entry point, and the batch entry of titles (for update that evening).

8. DOCUMENT REPRODUCIBILITY PROBLEMS

As ERIC old timers will recognize, document reproducibility problems periodically loom larger. That seems to be happening right now and it seems to be largely attributable to staff changes throughout the ERIC system with many new people who are not alert to the kinds of physical inadequacies that create microfiching problems and paper copy blowback problems. As a result, we seem to be receiving an increasing number of documents of marginal legibility or reproducibility. This situation has not been helped by EDRS's recent position that documents will receive a minimum of special handing at their end. All documents will be filmed to the same contractually-defined production specifications, and time-consuming custom modifications to accommodate documents presenting problems will be avoided.

As a result, the Facility will be screening documents more carefully to detect problems that will affect the readability of the microfiche and any blowback from it.

Attached is a form we have developed to make this screening more efficient. It records the physical problem and makes a suggest as to the solution. The principal solutions are:

1. Obtain a better copy.

2. Change the Level from 1 to 2 (to avoid expensive and poorly legible blowbacks that anger purchasers).

3. Add a Note that forewarns the user about the specific problem.

4. Engage in document preparation work to rectify the problem.

We will only return an item for better copy when this seems like a viable alternative. If all that is needed is to change a Level or do a modest amount of document preparation, we will probably do it ourselves. If the document requires more work than we can give it, it will be returned.

You can avoid returns by sending us filmable documents in the first place.

9. ISSN TO BE CAPTURED FOR ALL SERIAL AND JOURNAL ARTICLE RECORDS

The Technical Steering Committee has recommended and Central ERIC has approved the concept of capturing International Standard Serial Numbers (ISSN) for all serial and journal article records.

This data can be captured naturally and appropriately in the existing Report Number (REPNO) field, where the International Standard Book Number (ISBN) is already captured. It will provide additional retrieval capability and a simplified way of restricting searches to material from specific serial titles.

This implementation will be based on the Clearinghouses identifying the ISSN for all the journals that they now cover, reporting these ISSN to Oryx Press, and inserting the ISSN into the "Source Journal Index" authority list. Once this is accomplished, the ISSN can be extracted from the list at the time during input when the incoming journal titles are checked for accuracy against the list. This will obviate the need for Clearinghouses cataloging ISSN for each and every journal article.

10. ERIC ADMINISTRATIVE BULLETIN (EAB) INPUT

EAB contributions continue to be good from some Clearinghouse and infrequent or missing form others. We are convinced that this is not due to a paucity of basic material, but rather to simply not thinking of the EAB when good candidate material shows up.

We are forced to do more "ghost writing" than we should have to and therefore we will continue to nag you at these meetings until things improve. Attached is a sample input form. We recommend it, or a facsimile thereof, but frankly we will take copy in any form that we can get it.

11. ROYALTIES/USAGE FEES TO BE APPLIED TO ERIC DATABASE

The possibility of asking for usage fees for the use of the ERIC database in machine-readable form has been discussed off and on for over ten years within ERIC. The Facility has regularly dusted this one off and put it on the table. It was somewhat of a surprise, therefore, when we recently got the go-ahead. The Facility quickly did a brief letter proposal that would have given permission for contracts to be established between the ERIC Facility contractor and the vendors and tape users. Unfortunately, the proposal was viewed as too brief and we were requested to put together a more substantial proposal, complete with draft arrangements and income projections. We have not had time to prepare this document and estimate that we need 2-3 months to do so. It should be prepared in time for use with the renewing subscriptions for 1991.

The objective will be to establish initially a modest level of usage fee that would not cause a major perturbation in the marketplace and that would not inhibit users from using ERIC.

Different users will require different contracts. The online vendors arrangement can be based on connect hours and hits. The CD-ROM vendors will probably have to be based simply on a per subscription amount. University networks might be based on number of terminals connected. And there are more complicated situations such as the Japanese consortium of universities served by Tsukuba University.

Funds received via this route would be under the control of Central ERIC and would be used for improvement and enhancement of the system.

ERIC THESAURUS (12TH EDITION)

Final List of Approved New Terms

Acid Rain
Acquired Immune Deficiency Syndrome
Administrator Effectiveness
Adult Children
Adults (30 to 45)
Affixes
African Studies
Agenda Setting
Alcohol Abuse
Alternate Day Schedules
Alternative Teacher Certification
Alzheimers Disease
Apartheid
Art Criticism
At Risk Persons
Audience Awareness
Audience Response
Aviation Education

Baby Boomers
Bacteria
Basic Writing
Beginning Teacher Induction
Bibliographic Databases
Bibliographic Records
Body Composition
Broadcast Journalism
Built Environment

Cable Franchising
Career Information Systems
Caregiver Speech
Caregivers
Causal Models
Chi Square
Child Health
Child Support
Childlessness
Childrens Libraries
Chronic Illness
Civil Law
Clinical Supervision (of Teachers)
Cocaine
Coding
Cohabitation
College Juniors
College Outcomes Assessment
College Sophomores
Collegiality
Computer Assisted Design
Computer Assisted Manufacturing
Computer Centers
Computer Games
Computer Peripherals
Computer Printers
Computer Software Development
Computer Software Evaluation
Computer Software Selection
Computer System Design
Computer Terminals
Consciousness Raising
Context Effect
Cooperative Learning
Course Integrated Library Instruction
Crack
Critical Theory
Critical Viewing
Criticism
Crying

Danish
Database Design
Debate Format
Debugging (Computers)
Defense Mechanisms
Dependency (Personality)
Desktop Publishing
Development Communication
Dialog Journals
Differential Equations
Discourse Modes
Disk Drives
Distractors (Tests)
Dreams
Driving While Intoxicated
Drug Use Testing

Early Intervention
Economic Impact
Effective Schools Research
Employee Absenteeism
Entropy
Error Correction
Esperanto
Evaluation Research
Excellence in Education
Extended Teacher Education Programs
Extraversion Introversion

Fair Use (Copyrights)
Fairy Tales
Familiarity
Family Caregivers
Feature Stories
Financial Exigency
Floppy Disks
Frail Elderly
Franchising
Free Enterprise System
Free Writing
French Canadians
Full Day Half Day Schedules
Full Text Databases
Fungi

Gateway Systems
Groundwater
Guided Design

Handedness
Head Injuries
Health Care Costs
Health Promotion
Help Seeking
Heritage Education
Hermeneutics
Heroin
Hmong
Hmong People
Homicide
Hypermedia

Imports
Improvisation
Independent Living
Information Management
Information Science Education
Integrated Library Systems
Intention
International Communication
Intimacy

Inupiaq
Invented Spelling
Irish
Item Bias
Item Response Theory

Jargon
Job Banks
Journal Writing
Journalism History
Juries
Juvenile Justice

Kodaly Method
Korean War

Learner Controlled Instruction
Libel and Slander
Librarian Attitudes
Library Development
Life Events
Likert Scales
Linguistic Input
Loan Default
Long Term Care
Love
Low Incidence Disabilities

Magnetic Disks
Mail Surveys
Markov Processes
Mass Media Role
Mass Media Use
Material Culture
Menstruation
Mental Health Workers
Metalinguistics
Microelectronics
Misassignment of Teachers
Missing Children
Modems
Monera
Moods
Mortality Rate
Muscular System
Musculoskeletal System
Mycology

Neuropsychology
New Federalism
Nightmares
Nominal Group Technique
Non Roman Scripts
Noncategorical Education

Numeric Databases
Nursing Research

Office Automation
Old Old Adults
Olympic Games
Oral Rehydration Therapy
Orff Method

Pain
Paying for College
Parents as Teachers
Participatory Research
Physical Attractiveness
Physical Chemistry
Plants (Botany)
Plyometrics
Political Parties
Polynomials
Prefixes (Grammar)
Private Sector
Privatization
Proofreading
Properties (Mathematics)
Protists
Protozoa
Public Sector

Records Management
Regular and Special Education Relationship
Religion Studies
Reminiscence
Resistance (Psychology)
Resistance to Change
Resistance to Temptation
Response Rates (Questionnaires)
Rhetorical Theory
Robustness (Statistics)
Rock Music
Rural Sociology

Satisfaction
School Prayer
School Restructuring
Scots Gaelic
Self Efficacy
Self Employment
Self Fulfilling Prophecies
Self Motivation
Sexism in Language
Sharing Behavior
Shyness
Sibling Relationship
Skeletal System
Soap Operas
Special Needs Students
Special Olympics
Speech Synthesizers
Spina Bifida
Sports Medicine
Spreadsheets
Stereochemistry
Structural Equation Models
Student Journals
Substance Abuse
Supervised Occupational Experience (Agriculture)
Supply and Demand
Supported Employment
Suzuki Method
Symptoms (Individual Disorders)

Tactile Stimuli
Teacher Expectations of Students
Telephone Surveys
Terminal Illness
Test Content
Test Score Decline
Text Structure
Thinking Skills
Transracial Adoption
Troubleshooting
Type A Behavior
Type B Behavior

Video Display Terminals
Video Games
Vietnam Veterans
Vietnam War
Viruses

Whole Language Approach
Winter Sports
Women Administrators
Work Ethic
World War I
World War II
Writing Ability
Writing Achievement
Writing Across the Curriculum
Writing Assignments
Writing Attitudes
Writing Strategies
Writing Teachers
Writing Tests
Writing Workshops

Young Old Adults
Yupik

WHAT You Get From the Facility
WHEN You Get It
HOW Many Copies You Get
WHERE You are Supposed to Use It

ERIC® FACILITY

PRODUCT DISTRIBUTION GUIDE

	PRODUCT	FREQUENCY	DISTRIBUTION COPIES								NOTES/USAGE
			OERI				ERIC NETWORK				
			CERIC	ED SAT. LIB	OERI LIB	ERC	CH	EDRS	CIJE PUB	ACCESS	
1	Acquisitions Data Report (ADR) --Customized Reports (each CH)	Monthly	2	1	3	1	1	1	0	1	To duplicate check candidate documents.
2	Bibliography of Publications About ERIC	Triennial	10	1	3	1	10	1	1	1	Cites all major research/applications involving ERIC.
3	CH Acquisitions Request to the Facility)	As Requested	--		--	--	Variable	--	--	--	To ask the Facility to get a Federal (or other) document.
4	CH#/ED# Cross-Reference Index										
	--Cumulative	Annual	2	1	3	1	1	1	0	1	To find an ED # when you have a CH#.
	--Supplement	Monthly	2	1	3	1	1	1	0	1	
5	CH Log Sheet	As Requested	--		--	--	Variable	--	--	--	A "Shipping List" for input to the ERIC Database. Computerized facsimile acceptable.
6	CH Scope of Interest Guide (EPM, App.A)	Irregular	10	1	3	1	5	2	2	2	To assign (or transfer) documents to CH's. To resolve scope issues. To facilitate staying within scope.
7	Contract/Grant Number Index	Not Scheduled	--		--	--	--	--	--	--	Discontinued
8	Document Transfer Form	As Required	--		--	---	Variable	--	--	--	To transfer a document to another CH.
9	Documents Acquired	Weekly	--		--	--	1 ea.	--	--	--	To be considered as candidates for RIE (5,000/year total)
10	EDRS On-Demand Orders (Report) (on microfiche)	Annual	1		0	0	1	0	0	0	To check on user demand for specific titles.
11	ERIC Acquisitions Arrangements List (EAA)	Annual	10		3	1	2	1	0	1	Should be checked before making acquisitions contacts.
12	ERIC Administrative Bulletin (EAB)	Bi-Monthly	10	1	3	1	2	1	0	1	Act on "action" items. Read for system awareness. Contribute newsworthy items to.
13	ERIC Clearinghouse Publications (Annual Bibliography)	Annual	10	1	3	1	6	1	1	1	A record for management of <u>all</u> Clearinghouse publciations produced.

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WHEN You Get It
HOW Many Copies You Get
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			CERIC	ED SAT.LIB	OERI LIB	ERC	CH	EDRS	CIJE PUB	ACCESS	
14	ERIC Directory (Telephone Directory)	Annual	10	1	1	3	8	2	2	2	Addresses, telephone numbers, specialized titles, etc.
15	ERIC Processing Manual (EPM)										
	--New Edition	Irregular	5		3	1	5	1	1	1	New edition due by late 1990. Guide for
	--Revised Pages	Irregular	5		3	1	5	1	1	1	"processing" functions.
16	ERIC Ready References	Irregular	100	1	3	1	100	50	50	50	Handouts in reference work.
17	Identifier Authority List										
	--Alpha	Annual	2		3	1	Varies	1	3	1	Indexing of subject content of RIE/CIJE
	--Category	Annual	2		3	1	(5-11)	1	3	1	input.
	--Supplement	Irregular	2		1	0	"	0	1	1	
18	Microfiche (Complimentary) (By Clearinghouse)	Monthly	0		0	0	1 ea.	0	0	0	To be distributed free to authors/contributors.
19	Labels/Stickers	As Requested	--		--	--	Variable	---	---	---	Request stock as needed.
	--Disclaimer						"				Disclaimer mandatory on all documents.
	--Level 1 (MF & PC)						"				Level 1 or Level 2 sticker mandatory.
	--Level 2 (MF Only)						"				
20	Report Number Index	Not Scheduled	--		--	--	---	---	---	---	Discontinued
21	Reproduction Release Forms	As Requested	--		--	--	Variable	---	---	---	Needed for every document except
	--Individual Document						"				government-sponsored.
	--Blanket						"				(Keep on file at CH.)
22	Single-Frame Resumes (by CH)	Monthly	0		0	0	1 ea.	0	0	0	Informing CH's of ED# and final record for each document input.
23	Source Directory										Cataloging of Organization Names Used in
	--Complete	Irregular	2		3	2	Var. (1-5)	1	0	1	RIE input.
	--Truncated	Annual	2		3	2	"	1	0	1	"
	--Supplement	Monthly	2		3	2	"	1	0	1	"
	--Postings	Not Scheduled	--		--	--	---	--	--	--	Discontinued

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PRODUCT DISTRIBUTION GUIDE

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			OERI				ERIC NETWORK				
	PRODUCT	FREQUENCY	CERIC	ED SAT.LIB	OERI LIB	ERC	CH	EDRS	CIJE PUB	ACCESS	NOTES/USAGE
24	Submitting Documents to ERIC	Annual	As needed		As needed	As needed	As needed	As needed	As needed	As needed	Handout Used in Acquisition Efforts.
25	Thesaurus (Working Copy)										Indexing of Subject Content of RIE/CIJE Input.
	--Alphabetic	Annual	3	1	3	1	Varies	1	3	2	
	--Rotated	Annual	3	1	3	1	(5-11)	1	3	2	"
	--Hierarchical	Annual	3	1	3	1	"	1	3	2	"
	--Supplement	Irregular	3	1	3	1	"	1	3	2	"
	--Hardbound Published Edition	Triennial									Sold by Oryx.
26	Title Index										To find an ED# if you have a title.
	--Cumulative (1984 + 1989)	Annual	2	1	3	1	2	1	1	1	
	--Supplement (1990)	Quarterly	2		3	1	2	1	1	1	
27	Vocabulary Status Report	Irregular	1		0	0	1	0	1	1	To determine status of new Descriptor candidates. Distribution varies.
28	Resources in Education (RIE)										
	--Monthly Issue	Monthly	2	1	1	1	6	1	4	1	
	--Semiannual Index (GPO)	Semi-annual	2	1	1	1	3	1	4	1	
	--Annual Cumulation (Oryx)	Annual	0		0	0	0	0	0	0	Sold by Oryx
29	Current Index to Journals in Education (CIJE)										
	--Monthly Issue	Monthly	2	1	1	1	2	0	0	1	
	--Semiannual Index	Semi-annual	0		0	0	0	0	0	0	

1123

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ERIC DIGESTS

Full Text Received by the Facility for Tape #2)

NO.	CH	DIGEST PUBLIC TO DATE							TOTAL
		1983	1984	1985	1986	1987	1988	1989	
1	CE					1	8	10	19
2	CG						11	---	11
3	CS						11	5	16
4	EA						8	---	8
5	EC					2	1	3	6
6	FL	---	---	---	---	---	---	---	0
7	HE						13	1	14
8	IR					1	9	3	13
9	JC	1	4			5	7	---	17
0	PS						7	3	10
11	RC				1	---	2	7	10
12	SE	---	---	---	---	---	---	---	0
13	SO						10	8	18
14	SP				3	---	---	---	3
15	TM						3	---	3
16	UD						4	3	7
	TOTAL	1	4	0	4	9	94	43	155

Notes:

Digest Full-Text Objectives

1. Transit the full text of all Digests published 1988 (or earlier), that you want online, to the Facility by October 31, 1990.

2. Transmit the full text of all Digests published in 1989, that you want online, to the Facility by the end of 1990.

3. Beginning in calendar July 1990, begin transmitting the full text of all digests published in 1990, that you want online, to the ERIC Facility.

4. Beginning January 1, 1991, all Digest full text must be sent concurrently with its input into RIE, i.e. totally caught up, no more "old" Digests coming in.

BEST COPY AVAILABLE

ACCESS ERIC
1600 Research Boulevard, Rockville, MD 20850 • 1–800–USE–ERIC

ACCESS ERIC Products: Status Report

Final product produced and delivered:

ERIC Press Releases	2 have already been released on the 800 number and Conclusion Brochures 1 to be mailed on 5/25 on IC 1 will be mailed when *All About ERIC, A Pocket Guide to ERIC* are printed
ERIC Overhead Transparencies	
Catalog of ERIC Clearinghouse Publications	
Directory of ERIC Education-Related Information Centers	
1990 ERIC Conference Calendar	
Generic One-Page Article	sent with requests
Generic Three-Page Article	distributed to reporters and education editors as well as requestors wanting to know more about ACCESS ERIC
Directory of ERIC Information Service Providers	
ERIC Partners Directory	
ERIC Users Interchange	
ACCESS ERIC Announcement Flyer	10,000 copies printed by ACCESS ERIC
Assessment Report	

Currently being printed by GPO:

ACCESS ERIC Announcement Flyer	15,000 copies being printed by GPO
A Pocket Guide to ERIC	

Final draft delivered to ERIC and waiting for comments and approval:

Conclusion Brochures	three new titles:	*"Why don't our children like math?* *"How can we improve elementary school science?"* *"How can parents get more out of school meetings?"*
	two updates:	*"How can I help my child say "no" to drugs?"* *"What can be done about the dropout problem?"*
Premiere Edition of *The ERIC Review*		awaiting OMB clearance for the survey
Press release on *ERIC Directory of Education-Related Information Centers*		

Camera-ready copy produced and delivered to ERIC:

All About ERIC	awaiting OPA (Office of Public Affairs) approval

In progress:

Directory of ERIC Training Opportunities and Products

ERIC DOCUMENT REPRODUCTION SERVICE
3900 WHEELER AVE ALEXANDRIA, VA 22304-5110 1-800-227-3742
OPERATED BY
COMPUTER MICROFILM CORP
703-823-0500
EDRS

EDRS REPORT TO THE JOINT ERIC DIRECTORS / NATIONAL TECHNICAL MEETING - MAY 2, 1990

I. STANDING ORDER SUBSCRIBERS

A. Total: 827 (36 silver and 791 Diazo)

Distribution:

Foreign: 94 (4 silver and 90 diazo)

United States: 733 (32 silver and 701 diazo)

II. ERICPHONE

A. ERICPHONE 1-800-227-ERIC

B. March summary:

1,893 calls received

83 average calls per weekday

74:46:40 actual hours in use

2:22:2 average minutes per call

III. CREDIT CARD PURCHASES

Dollar value of credit card purchases reached an all time monthly high in March 1990 - in excess of $8,000.00

IV. STATE MARKETING EFFORT

EDRS has made a mass mailing to all the four year post secondary educational institutions in three (3) states: Montana, Oklahoma, and Kentucky.

V. THE GREAT ERIC GIVE-A-WAY

There were seven schools that took advantage of "THE GREAT ERIC GIVE-A-WAY" and were sent free Micron 780A readers with their purchase of 3 or more years of Back Collections.

VI. MERCHANDISE SALES

If you need to purchase equipment such as microfiche file cabinets, reader/printers, "out signals", or just microfiche readers, remember, purchasing through EDRS can save you up to 35%.

VII. ERIC MICROFICHE INDEXES

The ERIC Cumulative Microfiche Indexes, 1966-1990 are in the production cycle and are scheduled to be included with the May 1990 microfiche issue.

VIII. ERIC AFTER HOURS

Direct on line ordering service. All that is required is a computer with a modem and a Visa or MasterCard.

IX. ERICFAX

Is proving to be very successful. Expedites the receipt of on-demand orders by eliminating the in transit time of orders mailed to EDRS. Our fulfillment time is still 5 working days. Expedited delivery of orders can be arranged if the customer requests it. We will even "FAX" documents to a customer.

X. Storage and Preservation of ERIC Microfiche

"Air contaminants may add an oxidizing or reducing effect to the atmosphere. This in turn, may cause deterioration of film base and a gradual fading of the photographic image as well as the formation of microscopic blemishes..." Quote from Kodak publication D-31. Take care of your ERIC microfiche collection. If an area is to be painted, any films stored there should be removed beforehand and should not be returned to the area for a three month period.

The Oryx Press

Suite 103
2214 North Central at Encanto
Phoenix, Arizona 85004
(602) 254-6156

April 25, 1990

CIJE SOURCE JOURNAL INDEX UPDATE
FOR JUN90

Name Changes

EC Perspectives for Teachers of the Hearing Impaired to Perspectives in Education and Deafness

FL ESP Journal to English for Specific Purposes

Journal Additions

SO European Journal of Psychology of Education
SO Feminist Teacher
SO Journal of World History
SO Religion & Public Education
SO Zeitschrift fur Internationale Erziehungs und Sozialwissenschaftliche Forschung

Journal Deletions

IR Media in Education and Development

FAX 602-253-2741 • Telex 910-951-1333 • Cable Address: ORYXPHX • Alanet: ALA 0978 • Source: BCJ 387

Changes in ERIC/CE CIJE coverage

Dropped	Industrial Education Journal of Rehabilitation
Added	Generations Canadian Journal of University Continuing Education The Secretary

Submitted by Judy Wagner (CE) on Adult, Career, and Vocational Education

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3900 WHEELER AVE. ALEXANDRIA, VA 22304-5110 1-800-227-3742
OPERATED BY
COMPUTER MICROFILM CORP
703-823-0500
EDRS

CUSTOMER SERVICE REPORT

MARCH 1990

N E W

TRANSMISSION BOOKS & MICROFORMS
P. O. BOX 96-337
6F., NO. 93 LO LI ROAD
TAIPEI, TAIWAN R.O.C.
(2 SUBSCRIPTIONS ENTERED)

FLORIDA ATLANTIC UNIVERSITY
LIBRARY - ACQUISITIONS DEPT.
500 N. W. 20TH. STREET
BOCA RATON, FL 33431-0992

ORDER DEPARTMENT
THOMAS COOPER LIBRARY
UNIVERSITY OF SOUTH CAROLINA
COLUMBIA, SC 29208-0103

R E N E W E D

SAN DIEGO STATE UNIVERSITY
LIBRARY - SERIALS DEPT.
SAN DIEGO, CA 92182-0511

FLORIDA EDUCATORS INFORMATION SERVICE
2003 APALACHEE PARKWAY - 3RD. FLOOR
TALLAHASSEE, FL 32301

CATAWBA COLLEGE LIBRARY
2300 W. INNES STREET
SALISBURY, NC 28144

CENTRAL STATE UNIVERSITY
HALLIE Q. BROWN LIBRARY
WILBERFORCE, OH 45384

C A N C E L L E D

MEDGAR EVERS COLLEGE
402 EASTERN PARKWAY
BROOKLYN, NY 11225

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CUSTOMER SERVICE REPORT

FEBRUARY 1990

REVISED SHIPPING INFORMATION ONLY

OLD ADDRESS

BERNARD VAN LEER FOUNDATION
P. O. BOX 82334
2508 EH
THE HAGUE, NETHERLANDS

NEW ADDRESS

STICHTING CENTRUM VOOR ONDERWIJSONDERZ
UNIVERSITY OF AMSTERDAM
GROTE BICKERSTRAAT 72
1013 KS AMSTERDAM
THE NETHERLANDS

*** CIJE MONTHLY REPORT - APR90 I.CIJE2 ***16:55:58 01 MAR 1990 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	85	24	9	299
CQ	131	15	0	534
CS	121	6	13	574
EA	120	10	11	324
EC	154	21	0	446
FL	71	11	8	237
HE	136	17	0	517
IR	129	30	15	486
JC	11	2	0	81
PS	47	4	0	214
RC	23	5	2	108
SE	18	2	0	263
SO	78	12	0	426
SP	97	6	6	362
TM	68	15	0	227
UD	103	13	14	246
GRAND TOTALS	1392	193	78	5344

*** CIJE MONTHLY REPORT - MAY90 I.CIJE1 ***10:18:29 02 APR 1990 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	141	33	13	440
CQ	182	18	0	716
CS	187	23	0	761
EA	138	16	1	462
EC	196	22	20	642
FL	94	11	2	331
HE	98	13	0	615
IR	157	36	14	643
JC	25	3	0	106
PS	126	10	0	340
RC	50	9	8	158
SE	97	13	0	360
SO	162	27	0	588
SP	109	10	1	471
TM	69	13	2	296
UD	102	13	8	348
GRAND TOTALS	1933	270	69	7277

*** CIJE MONTHLY REPORT - JUN90 I.CIJE2 ***09:03:44 30 APR 1990 PAGE NO. 1

CLHB	TOTAL CLHB RESUMES	TOTAL CLHB JOURNALS	TOTAL CLHB ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	113	27	11	553
CG	137	14	0	853
CS	163	24	12	924
EA	131	13	0	593
EC	133	14	0	775
FL	55	7	3	386
HE	70	9	0	685
IR	123	36	16	766
JC	25	4	0	131
PS	135	12	0	475
RC	32	8	2	190
SE	100	15	0	460
SO	100	19	0	688
SP	57	6	0	528
TM	44	10	0	340
UD	59	7	23	407
GRAND TOTALS	1477	225	67	8754

EAB ERIC® ADMINISTRATIVE BULLETIN

Date Submitted: _____
CH Monitor: _____

Educational Resources Information Center, Office of Educational Research and Improvement, Washington, D.C. 20208

SUBMISSION FORM

(One Article per Form)

TITLE OF ARTICLE _____

ARTICLE _____

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_____ (_____)
Name CH

☐ This article has an attachment; _____ pages.

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NOTE: For EAB articles prepared on a computer, use a reasonable model of this form.

EAB ERIC® ADMINISTRATIVE BULLETIN

Volume: 14
Number: 5-8
Date: May/August 1990

Educational Resources Information Center, Office of Educational Research and Improvement, Washington, D.C. 20208

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2. ERIC Digest Guidelines--Standards for the Preparation of ERIC Digests
   - A. Guidelines in Outline Format
   - B. Guidelines in Digest Format (Being Developed)

3. White House Conference on Libraries and Information Services (July 9-13, 1991)
   - A. Mini-Guide to State/Territorial Preconferences
   - B. General Brochure

4. ERIC Executive Committee "*Bylaws*"

5. Adjunct Clearinghouse Materials
   - A. National Clearinghouse for U.S.-Japan Studies (Brochure)
   - B. Adjunct ERIC Clearinghouse on Chapter 1 (Memo from Stonehill to Clearinghouses, June 26, 1990)

6. ACCESS ERIC Materials
   - A. ACCESS ERIC --Clearinghouse Information Request Timeline
   - B. ACCESS ERIC System Liaison Program List
   - C. ERIC Review (Request for Ideas)
   - D. ERIC Directory of Education-Related Information Centers (Notice Concerning Availability and Price)

7. "*Educational Measurement Productivity*" (L. Rudner, and Others)

8. "*Chicago Manual of Style*" Draft Instructions for Including ERIC Availability Information in Citations

9. ERIC Statistical charts (Updated)
   - A. ERIC Service Providers [world]
   - B. ERIC Service Providers [U.S.]
   - C. EDRS Microfiche Standing Orders--Growth Statistics
   - D. ERIC Microfiche Collections (Geographic Distribution--U.S.)
   - E. ERIC Database File Growth (Cumulative Bar Chart)
   - F. ERIC Database File Growth (System Comparisons)
   - G. ERIC Budgets (1967-1990)
   - H. ERIC Budgets (1967-1990) (System Comparisons)

10. "*British Education Index 1989 User Survey: A Report of Results and Consideration of Ways of Meeting User Needs*," by Phil Sheffield. (*Education Libraries Journal;* v33, n1, Spring 1990, p. 1-13)

11. *Thesaurus of ERIC Descriptors* (Twelfth Edition)--Oryx Flyer
12. Letter from Dona Holloway (DIALOG) to Ted Brandhorst (ERIC Facility) Informing Him of Her Decision to Leave DIALOG

13. CIJE Monthly Reports
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ACTION ITEMS

ERIC DIRECTORS MEETING (FALL 1990)

The Fall 1990 ERIC Directors Meeting will be held October 18-19, 1990 at the Washington Dulles Ramada Renaissance, located at Dulles Airport, in Virginia. The registration fee is $32 for the meeting and $10 for lunch. Conference logistics are being managed by ACCESS ERIC. A registration form appears as **Attachment 1**.

...Paula Seidman (ACCESS ERIC)

ERIC DIGEST GUIDELINES--STANDARDS FOR THE PREPARATION OF ERIC DIGESTS

In February 1990, the Products Task Force completed a lengthy set of guidelines for the preparation of ERIC Digests. The guidelines were never formally issued because Central ERIC felt that guidelines for a two-page product should be correspondingly brief.

In July, Central ERIC (Bob Thomas) arrived at a compressed 3-page version of the Task Force guidelines (see **Attachment 2A**). These guidelines will be incorporated in the appropriate ERIC manuals and should be used by all Clearinghouses when preparing ERIC Digests.

We are currently working on compressing the exact text of these guidelines into a one sheet, Digest-like format, for your convenience.

...Ted Brandhorst (ERIC Facility)

MAKE SURE YOUR ERIC PUBLICATIONS CONTAIN ALL NECESSARY INFORMATION CONCERNING PREPARER, SPONSOR, CONTRACT NUMBER, AGENCY DISCLAIMER, ERIC LOGO, ETC.

ERIC Clearinghouse products can sometimes be confusing as to their institution, sponsor, and funding support. Each year that the ERIC Facility assembles the annual *ERIC Clearinghouse Publications* bibliography, we come across a few candidate publications that are very confusing as to the following:

- Who prepared them?
- Who sponsored them?
- Is an OERI contract/grant number appropriate?
- Is a Department of Education disclaimer appropriate?
- Should they be categorized as an "ERIC Clearinghouse Publication (PUBTYPE=071)"

These questions arise due to inadequacies in the title page and masthead information on the published documents. For example, it is common to have confusion as to whether a document was prepared by the Clearinghouse, or by the host organization, or by another arm of the host organization. It is common for there to be inconsistencies in the mix of data presented. e.g., an ERIC Clearinghouse name, but no ERIC logo; a logo, but no Clearinghouse name; a host name and an OERI name, but no Clearinghouse name; the name of a non-ERIC arm of the host and an ERIC Clearinghouse Publication Type Code (071), but no logo, and so on.

In our view, no ERIC publication should suffer from these problems. Simple and straightforward ERIC product standards will be developed and implemented to cover the above questions. Until such guidelines are issued, we hope you will keep the above question in mind when designing your covers, title pages, mastheads, and introductory material.

...Carolyn Weller (ERIC Facility)

WHITE HOUSE CONFERENCE ON LIBRARIES AND INFORMATION SCIENCE (WHCLIS)--ERIC PARTICIPATION URGED IN IR STATUS REPORT

The WHCLIS Conference is scheduled for July 9-13, 1991 in Washington, DC. Prior to that date, numerous state and regional conferences will be held in preparation for it. The IR Clearinghouse has been keeping the ERIC network up-to-date on WHCLIS and on the possibilities for participation. The latest IR status report (and WHCLIS brochures) appear as Attachments 3A & 3#B.

...Don Ely (ERIC/IR)

PLEASE PUT ERIC/LE ON YOUR MAILING LIST

The staff of the Adjunct ERIC Clearinghouse on Literacy Education (for Limited-English-Proficient Adults and Out-Of-School Youth) reminds all ERIC components that they would like to receive all of the same information and materials as the other Clearinghouses in the ERIC system. ERIC/LE has its own staff, and maintains its own files, separate from those of FL. So, if you are sending copies of your new products to all of the Clearinghouses, requesting information from all of the Clearinghouses, or simply communicating information to all of the Clearinghouses, please be sure to include LE on your mailing list. Items may be addressed to individual staff members, as appropriate (acquisitions, user services, directors, etc.), or to the Associate Director, who will share the information and/or materials with appropriate staff. Thank you all for your cooperation.

...Jeannie Rennie (ERIC/LE)

CONSIDER JOINING AERA SPECIAL INTEREST GROUP ON INFORMATION TECHNOLOGY AND LIBRARY RESOURCES (SIG/ITLR)

Barbara Duke, the Director of the Education and Psychology Library at UCLA, is still serving as the Chair of the AERA SIG on Information Technology and Library Resources (SIG/IRLR). Several ERIC staffers who joined the SIG last year have not yet re-upped. If you wish to continue your membership, please send $5 to:

> Barbara Duke
> Education and Psychology Library
> UCLA
> 390 Powell
> Los Angeles, California 90024-1516

I also again encourage other ERIC staff to join this SIG, provided you are--or will become--an AERA member. The purpose of this SIG is to better link the research community with the information and library community, of which ERIC is an integral part. The session at AERA last year sponsored by the SIG was quite successful, attracting a nearly full room, and featuring presenters like Walt Haney, David Krathwohl, and Laurene Zaporozhetz (Director of the University of South Florida--Tampa Library), not to mention Larry Rudner. Anyone wishing to join the SIG should contact Barbara Duke at the above address, or let me know.

...Bob Stonehill (CERIC)

PROCESSING ADVISORIES

PERMISSION STICKERS/ REPRODUCTION RELEASES

A reminder: Federally-funded documents, including Clearinghouse and Lab/Center publications, are as a rule in the public domain, i.e., *not* copyrighted, unless the sponsoring agency has made a rare exception. Therefore, please do *not* affix permission stickers to theses documents, because no permission is necessary to reproduce these documents.

Similarly, Federally-funded documents do not need Reproduction Releases from the authors or institutions. Please do not delay such documents by requesting signed individual Reproduction Release Forms for them from authors or institutional sources.

...Carolyn Weller (ERIC Facility)

GOVERNMENTAL STATUS OF DOCUMENTS (GOV_)

This data field is the one most overlooked by Clearinghouses in cataloging documents. Please complete this field with "*Federal*," "*State*," "*Local*," etc., when appropriate. It is relatively easy to determine whether a document is coming from a governmental source, so we believe that the field is not difficult to catalog, but just not easy to remember.

...Carolyn Weller (ERIC Facility)

DEPARTMENT OF EDUCATION/OERI DOCUMENTS

The ERIC Facility is affixing blue slips to all Department of Education/OERI documents as a simple flag that will call these documents to your attention. This does *not* mean that they are PRIORITY documents. We don't use the word "*priority*" on the blue slips and we don't want to overload you with PRIORITY documents.

The blue slip means it would be best to put these documents from your sponsor "*at the top of the pile*" and not to let them languish waiting for processing. Delays in announcing these documents can hurt ERIC's image within the Department.

...Carolyn Weller (ERIC Facility)

EXECUTIVE COMMITTEE

ERIC EXECUTIVE COMMITTEE "*BYLAWS*"

The ERIC Executive Committee, being a relatively new organization (replacing the old Council of ERIC Directors, or COED), requires its own set of rules of operation (commonly known as "*bylaws*").

Attachment 4 consists of a set of bylaws for the Executive Committee, drafted by Judi Conrad and edited by various members of the Committee. While these bylaws may undergo further refinement and will be put forward for formal approval at the upcoming ERIC Directors Meeting, they are reproduced here for the record and in order to let the entire system know exactly how the Executive Committee will function and what it will work to achieve.

...Todd Strohmenger, (ERIC/RC)

ADJUNCT CLEARINGHOUSE NEWS

NATIONAL CLEARINGHOUSE FOR U.S.-JAPAN STUDIES

This Clearinghouse, also an Adjunct ERIC Clearinghouse, has developed an 8-panel brochure that explains its purpose, goals, advisory board, and services provided. A form is provided for getting on the mailing list of the Clearinghouse (see **Attachment 5A**).

ADJUNCT ERIC CLEARINGHOUSE ON CHAPTER 1

The Chapter 1 Technical Assistance Center Materials Clearinghouse, in Indianapolis, managed by Advanced Technology Inc., has agreed to become the "*Adjunct ERIC Clearinghouse on Chapter 1*". A memo dated June 26, 1990, from Bob Stonehill to all ERIC components, details what the new adjunct will do and how it will interact with other ERIC components (see **Attachment 5B**).

...Ted Brandhorst (ERIC Facility)

ACCESS ERIC NEWS

ACCESS ERIC provides a variety of news items for this EAB issue:

ACCESS ERIC –CLEARINGHOUSE INFORMATION REQUEST TIMELINE

Attachment 6A is an effort to provide advance notice and a schedule for planned requests for information that will be directed at ERIC Clearinghouses or other ERIC components in the year ahead.

ACCESS ERIC SYSTEM LIAISON PROGRAM LIST

ACCESS ERIC (AE) has established a new system of liaisons to improve communication between AE and the Clearinghouses. **Attachment 6B** indicates which ACCESS ERIC staff members are assigned to which ERIC components, for liaison purposes. (See **Attachment 6B**.)

ERIC REVIEW

The Fall 1990 issue will be based on the theme of "*Literacy*." **Attachment 6C** is an advance notice about the Fall issue and a request for ideas for future issues.

ERIC DIRECTORY OF EDUCATION-RELATED INFORMATION CENTERS

This Directory is a useful reference tool that informs users of regional and national education-related sources that provide database building, information synthesis, and reference and referral services. **Attachment 6D** is a notice concerning the availability of this product.

...ACCESS ERIC

NETWORK NEWS

NUMBER OF DOCUMENTS IN ERIC AS A MEASURE OF INSTITUTIONAL PRODUCTIVITY

Larry Rudner, Bob Stonehill, Ruth Childs, and Jennifer Dupree have authored a one-page "*Note*" from TM entitled "*Educational Measurement Productivity*" that reports on the major producers of educational measurement research and development literature over a recent 28-month period (see **Attachment 7**).

Other ERIC Clearinghouses may be interested in replicating such a study within their respective scope areas. It applies subtle pressure on research organizations to submit their materials to ERIC.

...Larry Rudner (ERIC/TM)

"*CHICAGO MANUAL OF STYLE*" DRAFTS INSTITUTIONS FOR INCLUDING ERIC AVAILABILITY INFORMATION IN CITATIONS

The Chicago *Manual of Style* has drafted instructions to authors for including in citations the availability of documents from information systems such as ERIC and NTIS. The draft instructions (see **Attachment 8**) place this information at the very end of the citation and precede it with the name of the online, CD-ROM, or other intermediary service, if any, from which the citation was retrieved.

Examples are as follows:

Found in DIALOG:	"DIALOG, ERIC, ED 123 456"
Found in ORBIT:	"ORBIT, ERIC, ED 123 456"
Found in SilverPlatter:	"SilverPlatter, ERIC, ED 123 456"
Found from ERIC Directly: (Not Via Intermediary)	"ERIC, ED 123 456"

ERIC STATISTICAL CHARTS/TABLES/FIGURES UPDATED BY CENTRAL ERIC SUMMER INTERN

The Central ERIC summer intern, David Pulsipher, was extremely busy during his tour of duty and produced many useful products. One such product was a series of statistical graphs bringing ERIC up-to-date with respect to several basic parameters, e.g., geographic distribution of service providers, microfiche standing order subscriptions, geographic distribution of microfiche collections, database file growth, ERIC budgets (actual and as adjusted for inflation). See **Attachments A-E**).

...Pat Coulter (CERIC)

BRITISH EDUCATION INDEX 1989 USER SURVEY

Phil Sheffield, the editor of the *British Education Index* (BEI), reports in the *Education Libraries Journal* (v33 n1, Spring 1990, p. 1-13) on a User Survey conducted by BEI during 1989.

The problems of coverage and processing faced by BEI are so closely related to those faced by ERIC that we feel the article would make useful reading for many ERIC staffers (see **Attachment 10**).

...Ted Brandhorst (ERIC Facility)

PUBLICATIONS

THESAURUS OF ERIC DESCRIPTORS-- TWELFTH (12th) EDITION PUBLISHED BY ORYX PRESS

The new edition of the ERIC *Thesaurus* was published in August 1990, by Oryx Press. It sells for $69.50 in North America, $84.50 elsewhere. This edition contains some 250 new Descriptors and replaces the 1987 edition. It represents three years of dedicated work by ERIC's Vocabulary Review Group (VRG).

Oryx's flyer, advertising this product and providing an order form, is reproduced here as **Attachment 11**.

...Jim Houston (ERIC Facility)

ERIC ON AUDIOTAPE

ERIC/CE recently produced a 60-minute audiotape describing how adult educators can use ERIC. "*ERIC for Adult Educators*" features Susan Imel, Judy Wagner, and Mike Wonacott in a conversation relating ERIC to the field of adult education. Topics covered include identifying types of adult education materials in ERIC, submitting documents, searching the datebases, accessing Clearinghouse services, and discussing the use of ERIC by some adult educators. The tape is available from CETE Publications Office for $9.50 (#IN341). Although we would cannot send everyone a copy, we would be happy to lend the tape to anyone who would like to hear it.

...Judy Wagner (ERIC/CE)

CG INTRODUCES CRÈME DE LA CRÈME

CG is proud to announce the new ERIC/CAPS Crème de la Crème Monograph Series. This new line of monographs captures the very best of the counseling field. Each monograph draws upon proven experiences of Counseling professionals who have successfully implemented these model counseling programs.

The initial books in this series are authored by prominent counselor educators who have created innovative K-12 guidance programs:

- *Comprehensive Guidance Programs that Work* by Norman Gysbers
- *Invitational Learning for Counseling and Development* by Wm. W. Porkey and John J. Schmidt
- *The Teacher Advisor Program* by Robert Myrick and Linda Myrick

...Barbara Karvonen (ERIC/CG)

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HE PUBLICATION NEWS

March and April saw the publication of two additions to HE's 1989 ASHE-ERIC Report Series:

- Report 6, "*Student Goals for College and Courses: A Missing Link in Assessing and Improving Academic Achievement*," by Joan S. Stark, Kathleen M. Shaw, and Malcolm A. Lowther;

- Report 7, "*The Student as Consumer: Developing a Comprehensive Institutional Response*," by Barbara Jacoby.

Report 8 of the 1989 ASHE-ERIC Report Series, "*Renewing Civic Capacity: Preparing College Students for Service and Citizenship*," by Suzanne W. Morse is hot off the press. The Report explains the need for instilling in students a sense of responsibility toward their communities, and then shows how universities can help students integrate their public and private lives.

Continuing in the Series' tradition of extraordinary cover art, "*The Invisible Tapestry*," Report 1-88, recently received the "*Certificate of Design Excellence*" from *Print's Regional Design Annual/1989*.

Titles of the first three monographs of the 1990 HE Report Series are, respectively, "*The Campus Green: Fundraising in Higher Education*" (a collaboration with the Council for Advancement and Support of Education); "*The Emeritus Professor: Old Rank, New Meaning*"; and "*High Risk Students in Higher Education: Future Trends*."

...Bryan Hollister (ERIC/HE)

MEETINGS, CONFERENCES, WORKSHOPS, AND TRAINING SESSIONS

ERIC/HE ACTIVE AT SEVERAL MEETINGS

On April 17, 1990, Jonathan D. Fife attended the annual meeting of AERA which was held in Boston this year. The Clearinghouse sponsored a "*Meet the ASHE-ERIC Report Series Authors Reception*." This reception, held under the auspices of Division J--Postsecondary Education, brought together some of the former and future authors of the Report Series to discuss, in an informal setting, the processes they went through or are going through to develop publications. Approximately 100 people attended this reception.

Dr. Fife also attended the annual AIR conference, May 13-16, in Louisville, Kentucky. The Clearinghouse did not exhibit; however, materials were sent to be displayed at an information booth.

...Jan Burt (ERIC/HE)

ERIC/HE ATTENDS AAHE CONFERENCE IN SAN FRANCISCO

Jonathan D. Fife, Judi Conrad, Jan Burt, and Jim Mangani attended and exhibited at the American Association for Higher Education (AAHE) Conference, April 1-4, 1990. Dr. Fife also attended the semiannual meeting of the Higher Education Colloquium, which was also held at the annual AAHE meeting.

...Jan Burt (ERIC/HE)

CG's SUCCESSFUL ROADSHOWS

A workshop on "*Comprehensive Guidance Programs,*" conducted by Garry Walz and Jeanne Bleur in June 1990, was well received. Over 200 participants attended from all over the country including American Samoa and the Virgin Islands. Typical comments were:

- "*Outstanding,*"
- "*Best Workshop I've ever attended,*" and
- "*Where and when is the next one to take place?*"

Garry and Jeanne are planning to take "*the show*" on the road later this year.

Garry and Jeanne have also been conducting workshops for educators in Florida, Nevada, and California. The workshops focus on promoting the self-esteem and achievement of K-12 students.

...Barbara Karvonen (ERIC/CG)

SUSAN IMEL GOES ALASKAN

Susan Imel spent a couple of weeks in Alaska in late June. While visiting the Anchorage Public Library, she discovered copies of ERIC Digests and other no-cost ERIC products in its vertical file!

She also had first-hand experience in training people to use ERIC on CD-ROM at the consortium library for the University of Alaska at Anchorage and the Alaska Pacific University. Since they had the DIALOG version, and Susan had only used SilverPlatter before she went, it was learn-as-you-train for her!

...Judy Wagner (ERIC/CE)

CETE GOES INTERNATIONAL!

July and August have been and will be "*international*" months at the Center on Education and Training for Employment. Early in July, Judy Wagner did an ERIC overview for six secondary teachers and principals from Turkey who are spending six months at the Center.

On July 26, she did CD-ROM demonstrations for 25 postsecondary teachers and administrators from the Dominican Republic who spent a month at the Center.

A group from Kuwait on a one month visit learned the DACUM process and received an overview and demonstration of ERIC.

Two members of a German Advisory team to Saudi Arabia spent two weeks here in July, doing individual research. In addition to the traditional overview, they both did several searches.

The manager of human resources of General Motors-Holden in Australia will spend a week with us in August. He will also receive an ERIC overview and do some searches.

...Judy Wagner (ERIC/CE)

PERSONNEL NEWS

RESPONSIBILITY FOR ERIC AT DIALOG CHANGES FROM DONA HOLLOWAY TO SUE PHAN

Dona Holloway, who has been in charge of the ERIC database in its DIALOG online incarnation for as long as memory serves, has notified us (see **Attachment 12**) that she will be assuming other responsibilities and that Sue Phan will be the new DIALOG contact person for ERIC matters.

Dona remains in the DIALOG organization, however, and will be continue to be available to give aid and counsel to Sue and any others assigned to ERIC.

We wish Dona the best of luck in her new job. She did an excellent job with ERIC!

...Ted Brandhorst (ERIC Facility)

CHUCK BISSINGER NAMED NEW DIRECTOR OF EDRS

Chuck Bissinger has recently been named as the new Director of EDRS, replacing Vic Fortin. Mr. Bissinger earned his B.A. degree in education from the University of Northern Iowa. He did some of his graduate work at Boston University, and completed his Masters Degree at St. Paul School of Theology. Mr. Bissinger then served on the staff of Northwest Missouri State University for two years. During that time, he also did some graduate work in Guidance and Counseling.

Prior to joining CMC in March 1990, Chuck served as National Manager of Rehabilitation Markets for the Microfilm Products Division of the Bell & Howell Company.

...Pat Coulter (CERIC)

BEVERLY SWANSON NAMED NEW ACCESS ERIC DIRECTOR

Beverly B. Swanson, formerly an Associate Professor at East Carolina University, School of Education, Department of Elementary and Middle Grades, has joined the ACCESS ERIC team as its new Director, replacing Sam Fustukjian. Beverly's research interests include beginning reading and literacy education. She holds a doctorate degree in early childhood education, with emphasis at the master's level in social studies and science education. She has taught courses in elementary school curriculum, student and program evaluation, teaching techniques, language arts in elementary grades, and fundamentals of reading, just to mention a few. Beverly is well published--her articles, many of which are contained in the ERIC database, have appeared in several education-related journals. You can reach Beverly on her direct line (301) 254-5045 or call 1-800-USE-ERIC.

...Ahshun Chiang (ACCESS ERIC)

JONATHAN FIFE NAMED CHAIR OF ASHE COMMITTEE

Jonathan Fife has been appointed to Chair of the Association for the Study of Higher Education (ASHE) Committee on Curriculum Instruction and Learning. Dr. Fife, who served formerly as Executive Secretary of ASHE, also currently holds the position of Series Editor of the ASHE-ERIC Higher Education Report Series.

...Jan Burt (ERIC/HE)

MARCIA WHITER REPLACES DONNA ATTO (HE)

Marcia Whitter has joined EA as the new Acquisitions Coordinator, replacing Donna Atto. A native of Illinois, Marcia lived in Iowa and Idaho before coming to Oregon with her husband, Mike, in 1985. She holds a bachelor's degree and a master's degree in music from the University of Iowa, and is currently working toward a doctorate in flute performance and music history from the University of Oregon. Marcia holds the principal flute positions in both the Eugene Symphony and the Eugene Opera. She was formerly an acquisitions librarian with the Nichols Public Library in Naperville, Illinois.

...Stuart Smith (ERIC/HE)

PAULA CONRU REPLACES LAUREL WINSTON AT FL

Laurel Winston, FL's temporary Administrative Assistant since last November, has returned full-time to her work on language testing projects with Charlie Stansfield. Her full-time, permanent replacement at FL is Paula Conru, a 1989 graduate of Georgetown University. Paula joined our staff on April 16.

...Jeanne Rennie (ERIC/FL)

CRAIG PACKARD REPLACES BILL CODE (FL)

Bill Code, our User Services Coordinator and former Acquisitions Coordinator, who has been with the Clearinghouse for 5 years, will be leaving us on June 1, to return to the ministry. During the coming year, he will have two Clinical Pastoral internships in the Washington area. Bill's successor as User Services Coordinator will be Dr. Craig Packard. Craig's foreign language background is in Russian and Serbocroatian. He has experience as a language teacher, a translator/interpreter, an editor, and even as an ERIC abstractor/indexer (for CE back in 1979).

...Jeanne Rennie (ERIC/FL)

BARRY SOLOMON REPLACES JAMES MANGANI (HE)

The Publications Department at HE has undergone a personnel change. Barry Solomon began full-time in June as Publications Assistant replacing James Mangani. Barry recently graduated from HE's host, George Washington University, where he majored in East Asian Studies, with a focus on Japan. He plans to continue his education part-time in the fall, working toward a Masters in International Business.

Barry will be primarily responsible for executing the fulfillment operations for HE's Higher Education Reports, and will be instrumental in streamlining the process. Already he has worked wonders!

...Bryan Hollister (ERIC/HE)

MARY JO BRUETT (OF IOWA SEA) PRESENTED FIRST PREVEL MEMORIAL AWARD

Mary Jo Bruett of the Iowa Department of Education was presented the first James J. Prevel Memorial Award by DIALOG Information Services at DIALOG UPDATE in St. Louis this past September. She was honored for her contribution to the use of online databases in Iowa schools and in other schools across the country. DIALOG has established this award in honor of the late James J. Prevel of the U.S. Department of Education, whose technical skills were instrumental in the development of the ERIC database. Ms. Bruett, a former secondary school teacher and K-12 librarian, has been working with INFORMS (Iowa Network For Obtaining Resource Materials for Schools) since 1971. Her responsibilities include providing ERIC searches to Iowa state educators, and traveling throughout the state promoting, teaching, and working with teachers, media personnel, and administrators in the area of training students to do online searching. She states, *"...I have worked with 10 of the 15 Area Education Agencies in teaching teachers how to teach students online searching....In today's information society, library media skills must be integrated into the total curriculum."*

...DIALOG

EAB ATTACHMENTS

ACCESS ERIC
1600 Research Boulevard, Rockville, MD 20850 • 1-800-USE-ERIC

July 23, 1990

Mr. Ted Brandhorst
ERIC Processing and Reference Facility
ARC Professional Services Group
Information Systems Division
2440 Research Boulevard, Suite 400
Rockville, Maryland 20850-3238

Dear Ted,

The Fall ERIC Directors' Meeting is scheduled for October 18-19, 1990.

The meetings will again be held at the Washington Dulles Ramada Renaissance, located at Dulles Airport in Virginia. A block of rooms has been reserved for ERIC during the week of October 13-20. By completing the enclosed hotel registration form, you will be registering for the meeting as well as confirming your room reservation. Please be sure to include a credit card number to reserve your room.

The conference registration fee for this year is **$32** for the meeting plus **$10** for lunch. The conference registration includes continental breakfast every morning, coffee breaks, and related conference costs.

The hotel reservations and registration fees must be received by September 14, 1990. Please make all checks payable to Aspen Systems Corporation and return it with your form to ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850.

I look forward to seeing everyone again at the meeting. If you have any questions, feel free to contact me at 1-800-USE-ERIC. I am sure you will find the meeting to be productive and informative. The agenda for the meeting will be sent later.

Sincerely,

Paula F. Seidman

Paula F. Seidman
ACCESS ERIC

PLEASE COMPLETE

HOTEL RESERVATIONS AND CONFERENCE REGISTRATION

ERIC Directors' Meeting — October 18-19, 1990

Washington Dulles Ramada Renaissance
13869 Park Center Road
Herndon, VA 22071
(703) 478-2900

_____ _____
Participant — ERIC Component

I will be attending:

_____ Directors' Meeting, October 18-19, 1990 ($32)

_____ Directors' Luncheon, October 18, 1990 ($10)

_____ Directors' Meeting and Luncheon ($42)

_____ I need a SINGLE/DOUBLE (circle one) room reservation for the following nights:
(RATES: $93/single, $103/double including tax)

(Please check nights you will be staying at the Washington Dulles Ramada Renaissance Hotel)

_____ Saturday, October 13
_____ Sunday, October 14
_____ Monday, October 15
_____ Tuesday, October 16
___ Wednesday, October 17
___ Thursday, October 18
___ Friday, October 19
___ Saturday, October 20

To confirm your hotel reservation we will need the following information:

_____ _____ _____
Name of credit card — Credit card number — Expiration date

_____
Your signature

Return to: Paula Seidman
ACCESS ERIC
1600 Research Blvd.
Rockville, MD 20850

Deadline: Friday, September 14, 1990

Note: The Hotel has requested that they not be contacted directly by participants.

July 1990

ERIC DIGEST GUIDELINES

(Prepared by Central ERIC on the Basis of the Work of the Product Task Force)

I. INTRODUCTION

The purpose of these Guidelines is to assist the Clearinghouses in meeting the requirements for form, style, and content in the production of ERIC Digests. These Guidelines will facilitate the production of printed Digests, their processing for the ERIC database, and their conversion for the full-text ERIC Digest Online (EDO) file.

II. DESCRIPTION OF ERIC DIGESTS

Digests are short reports (1,000-1,500 words, on one or two pages) providing a basic introduction and overview, together with major pertinent references, on topics of prime interest to educators. While the Digests are targeted specifically to teachers, administrators, policymakers, and other practitioners, they are also intended to be useful to the broad educational community.

The content of a Digest should be substantive, informative, and based on well-documented sources.

A. Types of Digests

Although Digests are an identifiable product line, it is possible to distinguish several different types that address specific audiences and/or purposes. When developing Digests, Clearinghouses may wish to consider the following types:

- *Overview*--An overview Digest serves as an *introduction to a topic*. Its audience is individuals, whether professional or general, who wish to acquire introductory information on the topic treated in the Digest.

- *Fact Sheet*--A fact sheet Digest provides *current information of a factual nature related to a topic*. As appropriate, it also interprets and discusses the facts presented. Its primary audience is policymakers, administrators, and other decisionmakers; its secondary audience is other professionals and members of the general public who are interested in factual information on the topic.

- *Issue*--An issue Digest *defines and describes a controversial topic*. It does not resolve controversies in the literature or practices, but it delineates the various perspectives related to the topic. Its audience is individuals, both professional and general, who wish to become informed about alternative perspectives on educational issues.

- *Practice Application*--A practice application Digest *provides specific, concrete examples of how practitioners can apply research results in practical settings*. Its primary audience is educational practitioners, while its secondary audience is other educators interested in the topic.

- *Research Findings*--A research findings Digest *reports on the current status of research in an area*. It summarizes and synthesizes recent findings from relevant research. Its primary audience is those individuals who wish to become informed about research findings, including researchers, graduate students, policymakers, administrators, and teachers.

- *Synopsis of Synthesis Paper*--A synopsis of synthesis paper Digest *summarizes an existing review and synthesis publication*. This type of Digest is based on one primary publication, which is itself a review and synthesis of many publications. Its audience is individuals, both professional and general, who wish to become informed about the Digest's topic.

It is important to remember that these types are not necessarily mutually exclusive. For example, although a Digest may be primarily an overview, it may also contain elements of a fact sheet. The type of Digest need not be specified in the Digest itself.

B. Formatting Digests

The following format requirements are to be followed, unless exceptions have been specifically approved by the appropriate Clearinghouse Project Monitor.

1. Length

1,000 to 1,500 words on pages 8-1/2" by 11" in size. This length will generally result in a single sheet, with text on front and back.

2. Style

One of the following styles is recommended: (1) question-and-answer format, or (2) text divided by 3-6 major headings/subheadings.

Other stylistic considerations--

- The introductory paragraph should explain what the Digest is to cover.
- Digests should be written in clear, concise, informative sentences.
- Lists are recommended to break up the text and create white space; lists may be set off with bullets or numbers.
- Lengthy quotations should be avoided; succinct paraphrases are preferable to long quotations.
- Charts, tables, figures, and graphs should generally be avoided. [If a Digest contains charts, tables, figures, or graphs, they must be removed from the online versions and text substituted for the visual information.]

3. References

The number of references depends on the individual Digest topic, but 6-10 references are generally sufficient.

References should include ERIC resources along with other works. ED or EJ numbers must be cited for items in the ERIC database.

References may include related ERIC Digests, but relationships among Digests should be made clear in the text.

Major points or direct quotes should be referenced in the text using a consistent style, such as Chicago or APA. for example, in Chicago style--(Miller 1988) or (Walstad and Soper 1988, p.10).

4. Design

Type Size should be large enough to ensure readability, e.g., 9- or 10-point minimum. Excessively small type just to meet page constraints must be avoided.

Paper Color--White is preferred for good contrast with the ink, because further reproduction of Digests by users is encouraged. The copy sent to the Facility for microfiching must be a good copy with good contrast between paper and ink. Colored paper may be used for distribution or display copies, if desired.

- *Ink Color*--Black ink is preferred.
- *Paper Size*--8-1/2" by 11" ONLY
- *Masthead*--It is recommended that a standard, systemwide masthead design be chosen from existing or adapted designs. The masthead *must* contain: (1) the Words "ERIC Digest"; (2) The Title of the Digest; (3) Author's Name; (4) ERIC Clearinghouse's Name and Address; (5) Official ERIC Logo; (6) EDO number; and (7) Date of Digest.

5. Numbering

The ERIC Technical Steering Committee recommendation for Digest numbering should be followed: EDO - Clearinghouse designation - publication year - individual Digest number e.g., EDO-HE-90-5. The EDO number must be placed on the front page as part of the masthead.

6. Date of Publication

Digests must show a clear date of publication (e.g., May 1990) which must be placed on the masthead. If a Digest is being re-issued, the date should be recorded as "Revised May 9, 1989" (if changed) or "Reprinted May 9, 1989" (if reprinted without changes).

7. Disclaimer

The standard disclaimer statement must appear on every Digest and be stated as follows:

This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract number [place here the contract no.]. The opinions expressed in this report do not necessarily reflect the position or policies of OERI or the Department of Education.

8. Online vs. Print

Special type fonts, sizes, and devices such as bold and italics, contribute to the readability of printed copies. However, they cannot be translated to online or CD-ROM versions. In online versions, capital letters or quotation marks should be substituted for italics or underlining.

9. Other Requirements

Include a statement that Digests are in the public domain and may be freely reproduced; include EDRS ordering information when space permits; include cosponsorship information, if appropriate.

C. The Review of Digests

The Clearinghouse must review each Digest it produces or coproduces. Besides its own internal review, the Clearinghouse must have two external reviews by subject-matter experts. Simultaneously with its external reviews, the Clearinghouse must send a draft of the Digest to the program monitor in Central ERIC for a similar review. The Clearinghouse must allow fifteen working days from the date of receipt in Central ERIC to allow the program monitor to review and return the corrections to the Clearinghouse. If the Clearinghouse receives no comments from Central ERIC within the 15-day limit, then the Clearinghouse can assume that the draft is approved. In its review process, however, Central ERIC may request and receive an extension of the 15-day period, if the review takes longer than anticipated.

ERIC Clearinghouse on Information Resources
Syracuse University
Syracuse, New York 13244

August 8, 1990

TO: All ERIC Components

FROM: Don Ely/IR

RE: White House Conference on Libraries and Information Science

The White House Conference process in in high gear. At this point there are state and regional conferences, many of which are scheduled within the next few months. I hope you will try to take an active role in your state or region. If you could get nominated to be a delegate to the conference itself, that would be ideal.

Your first task is to look at the enclosed Mini-Guide to determine the date of the conference in your state. Next, contact the state representative (the name of the contact person is on the brochure) to express your interest in the upcoming conference and ask how delegates are being selected. Indicate that you (or a member of your Clearinghouse staff) would like to attend. If you cannot be an official delegate, ask if observers are permitted to attend.

If and when you attend your state or regional conference, you may be asked to "testify" or read a statement about your concerns regarding information in our future society. Our goal is to increase the visibility of ERIC and to communicate its value to the individuals who are associated with the various conferences. We want them to know about our unique partnership among federal government, private and public universities, associations, schools and school-related agencies and private commercial enterprises. We want them to know how much we do with minimal federal funding and that we could do much more with additional support. If ERIC could be mentioned in one of the final recommendations from the state and national conferences, it would go a long way to help our funding efforts.

You should have copies of our bibliographies on the three conference themes: (1)library and information services for productivity; (2) library and information services for literacy; and (3) library and information services for democracy. We will be publishing digests on each theme in the Fall.

Feel free to contact me about any questions or concerns. Let me know what your Clearinghouse intends to do.

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THE WHITE HOUSE CONFERENCE ON LIBRARY AND INFORMATION SERVICES 1991

MINI-GUIDE TO STATE/TERRITORIAL PRECONFERENCES

To prepare for the White House Conference on Library and Information Services, July 9-13, 1991, in Washington, DC, the 50 United States, District of Columbia and U.S. territories, as well as the American Indian Tribes and the federal library community, are conducting a variety of preconference activities to ensure widespread participation among their constituents. For information on activities in your state, please contact the individual listed in this brochure. Dates given are for statewide conferences in those states planning them.

THE WHITE HOUSE CONFERENCE ON LIBRARY AND INFORMATION SERVICES 1991

ALABAMA

March 5-7, 1991, Montgomery, AL. State delegates to be chosen at seven district meetings. CONTACT: Freu D. Neighbors, Assistant Director, Alabama Public Library Services, 6030 Monticello Drive, Montgomery, AL 36130, 205-277-7330.

ALASKA

March 1-5, 1991, Juneau, AK, in conjunction with the Alaska Library Association Conference. CONTACT: Karen R. Crane, Alaska State Library & Archives, P.O. Box G, Juneau, AK 99811, 907-465-2910.

ARIZONA

January 24-25, 1991, Phoenix, AZ. CONTACT: Sharon G. Womack, Director, Department of Library, Archives & Public Records, 1700 W. Washington, Phoenix, AZ 85007, 602-542-4035.

ARKANSAS

March 1991, Little Rock, AR. CONTACT: John A. Pat Murphey, Jr., State Librarian, Arkansas State Library, One Capitol Mall, Little Rock, AR 72201, 501-682-2326.

CALIFORNIA

No statewide conference. CONTACT: Gary Strong, State Librarian, California State Library, P.O. Box 942837, Sacramento, CA 94237-0001, 916-445-4027.

COLORADO

October 8-10, 1991, Vail, CO. Seven speakouts and three regional conferences precede the Governor's Conference. CONTACT: Kimberly Taylor, Special Projects Consultant, Office of Library and Adult Services, Colorado Department of Education, 201 East Colfax, Suite 309, Denver, CO 80203, 303-866-6776.

CONNECTICUT

May 22-24, 1990, Waterbury, CT. CONTACT: Richard D. Akeroyd, Jr., State Librarian, State Library, 231 Capitol Avenue, Hartford, CT 06106, 203-566-4301.

DELAWARE

March 8-9, 1991, Dover, DE. Three regional meetings precede the Governor's Conference. CONTACT: Robert E. Dugan, State Librarian, Delaware Division of Libraries, 43 S. Dupont Highway, Dover, DE 19901, 302-736-4748.

FLORIDA

December 4-5, 1990, Tallahassee, FL. Regional activities at five sites precede the Governor's Conference. CONTACT: JoAnn Kearney, Conference Coordinator, State Library of Florida, R.A. Gray Building, Tallahassee, FL 32399-0250, 904-487-2651.

GEORGIA

September 5-6, 1990, Atlanta, GA. Ten district meetings precede the Governor's Conference. CONTACT: Joe B. Forsee, Director, Division of Public Library Services, 156 Trinity Avenue, SW, Atlanta, GA 30303-3692, 404-656-2461.

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HAWAII

September 7-8, 1990, Honolulu, HI. CONTACT: Caroline Spencer, Administrator, Hawaii State Public Library System, East Oahu Library District Administration, 5046 Harding Avenue, Honolulu, HI 96816, 808 735-2822.

IDAHO

No statewide conference. Area meetings in four locations prior to the national conference. CONTACT: Charles A. Bolles, State Librarian, Idaho State Library, 325 West State Street, Boise, ID 83702-6072, 208 334-2150

ILLINOIS

April 4-6, 1990, Chicago, IL. Nine regional meetings follow statewide conference. CONTACT: Bridget L. Lamont, Director, Illinois State Library, Centennial Building - Room 275, Springfield, IL 62756, 217 782-2994

INDIANA

November 16-18, 1990, Indianapolis, IN. CONTACT: Charles Ray Ewick, Director, Indiana State Library, 140 N. Senate Avenue, Indianapolis, IN 46204, 317 232-3692

IOWA

April 30-May 2, 1991, Des Moines, IA. CONTACT: Shirley George, State Librarian, State Library of Iowa, East 12th & Grand, Des Moines, IA 50319, 515 281-4105

KANSAS

November 8-10, 1990, Topeka, KS. Seven regional conferences precede the Governor's Conference. CONTACT: Duane F. Johnson, State Librarian, State Capitol, Third Floor, Topeka, KS 66612-1593, 913 296-3296

KENTUCKY

February 19, 1991, Frankfort, KY. CONTACT: Michelle M. Gardner, Deputy Commissioner, Kentucky Department for Libraries & Archives, P.O. Box 537, Frankfort, KY 40602-0537, 502 875-7000

LOUISIANA

No statewide conference. Seven regional public forums in September and October 1990. CONTACT: Gretchen Fairbanks, Library Consultant, State Library of Louisiana, P.O. Box 131, Baton Rouge, LA 70821-0131, 504 342-4953

MAINE

Early 1991, Augusta, ME. Focus group sessions and statewide telephone survey precede Governor's Conference. CONTACT: Richard Arnold, LSCA Coordinator, Maine State Library, State House Station #64, Augusta, ME 04333-0064, 207 289-5620

MARYLAND

September 23-25, 1990 in the Baltimore area. CONTACT: J. Maurice Travillian, Assistant State Superintendent for Libraries, MD State Department of Education, 200 W. Baltimore Street, Baltimore, MD 21201 301 333-2115

MASSACHUSETTS

No statewide conference. Emphasis of WHC Planning Committee's on delegate selection and training. CONTACT: Marcia Shannon, Special Projects Consultant, Massachusetts Board of Library Commissioners, 648 Beacon Street, Boston, MA 02215, 617 267-9400

MICHIGAN

May 31-June 1, 1990, Lansing, MI. Four regional meetings precede statewide conference. CONTACT: James W. Due, State Librarian, The Library of Michigan, 717 W. Allegan Street, P.O. Box 30007, Lansing, MI 48909, 517 373-1580

MINNESOTA

September 16-17, 1990, St. Paul, MN. Several regional specialized meetings prior to statewide conference. CONTACT: William G. Asp, Director, Office of Library Development and Services, 440 Capitol Square, 550 Cedar Street, St. Paul, MN 55101, 612 296-2821

MISSISSIPPI

January 31-Feb. 2, 1991, Jackson, MS. Five regional meetings precede statewide conference. CONTACT: Ann Hardy, Public Information Coordinator, Mississippi Library Commission, 3881 Box 10700, Jackson, MS 39289-0700, 601 354-6369

MISSOURI

November 26-27, 1990, Jefferson City, MO. CONTACT: Montena Hightower, Associate Commissioner for Libraries and State Librarian, Missouri State Library, P.O. Box 387, Jefferson City, MO 65102-0387, 314 751-2751

MONTANA

January-Nov. 1991, Helena, MT. Six regional conferences precede the Governor's Conference. CONTACT: Robert Lauer, Conference Coordinator, Montana State Library, 930 East Lyndale Avenue, Helena, MT 59620, 406 444-3115

NEBRASKA

February 25-26, 1991, Omaha, NE. CONTACT: Nancy Bosch, Deputy Director, Nebraska Library Commission, 420 S 14th Street, Lincoln, NE 68508, 402 471-2045

NEVADA

May 9-11, 1990, Las Vegas, NV. Regional and rural meetings, forums and state office's Library Coordinator Conference. CONTACT: Jan Langevin, Assistant Administrator, Las Vegas-Clark County Library District, 1401 E. Flamingo Road, Las Vegas, NV 89119, 702 733-7810

NEW HAMPSHIRE

February 1991. Forums in each of the six state library areas prior to the state conference. CONTACT: Matthew Huggins, State Librarian, New Hampshire State Library, 20 Park Street, Concord, NH 03301, 603 271-2393

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New Jersey

No statewide conference. Preconference activity focused on 12 regional meetings and participation in meeting of the Northeastern delegates to the National Conference. CONTACT: Leslie Burger, Project Specialist, NJ State Library, 185 W. State Street, CN 520, Trenton, NJ 08625-0520, 609-292-6305.

New Mexico

Spring 1991. CONTACT: Paul A. Agnew, Administrative Librarian, New Mexico State Library, 325 Don Gaspar, Santa Fe, NM 87503, 505-827-3800.

New York

September 28-30, 1990, Albany, NY. Eight regional meetings (meetings preceded the Governor's Conference). CONTACT: Marian E. Course, Conference Director, State Education Department, Room 10C6, Cultural Education Center, Albany, NY 12230, 518-474-7300.

North Carolina

January, 1991, Raleigh, NC. Nine regional conferences preceded the Governor's Conference. CONTACT: Diana Young, Director of Networks Operations, State Library of North Carolina, 109 E. Jones Street, Raleigh, NC 27601-2807, 919-733-2570.

North Dakota

November 29-December 1, 1990, Bismarck, ND. Six regional speakouts preceded the Governor's Conference. CONTACT: Patricia L. Harris, State Librarian, North Dakota State Library, Liberty Memorial Building, 604 E Boulevard, Bismarck, ND 58505-0800, 701-224-2717.

Ohio

Fall 1990, Columbus, OH. Three individual statewide conferences with resolutions referred to National Conference. CONTACT: Richard M. Cheski, State Librarian, The State Library of Ohio, 65 S. Front Street, Rm. 510, Columbus, OH 43266-0334, 614-644-7061.

Oklahoma

November 30-December 1, 1990, Oklahoma City, OK. Twenty-four regional conferences will produce input for the Governor's Conference. Two, preferring will link the 24 sites. CONTACT: William R. Young, Information Representative, Oklahoma Department of Libraries, 200 N.E. 18th Street, Oklahoma, OK 73105-3298, 405-521-2502.

Oregon

No statewide conference. Community-based town meetings. Reports of the meetings will be used for developing resolutions to be taken to the National Conference. CONTACT: Wesley A. Doak, State Librarian, Oregon State Library, State Library Building, Salem, OR 97310-0640, 503-378-4243.

Pennsylvania

September 14-15, 1990, Harrisburg, PA. Fourteen Governor's Forums to provide input into the Governor's Conference. CONTACT: Sara Parker, State Librarian, State Library of Pennsylvania, P.O. Box 1601, Forum Bldg., Rm. 217, Harrisburg, PA 17105, 717-783-5732.

Rhode Island

March 1991, Providence, RI. CONTACT: Bruce E. Daniels, Director, Rhode Island Department of State Library Service, 300 Richmond Street, Providence, RI 02903, 401-277-2726.

South Carolina

Series of town meetings throughout the state and also a statewide teleconference involving six regional sites. Input will be used to develop recommendations for delegates to the National Conference. CONTACT: Pat Gilleland, LSCA Coordinator, South Carolina State Library, Box 11469, Columbia, SC 29211, 803-734-8900.

South Dakota

Spring 1991. A preconference activity in conjunction with the annual South Dakota Library Association convention in October 1990. CONTACT: Beth Slaattelid, Director of Library Development, State Library, South Dakota State Library, 800 Governors Drive, Pierre, SD 57501-2294, 605-773-3131.

Tennessee

October 14-16, 1990, Nashville, TN. Statewide area meetings at 16 sites plus four regional meetings precede the Governor's Conference. CONTACT: Dr. Edwin S. Gleaves, State Librarian and Archivist, Tennessee State Library and Archives, 403 Seventh Avenue North, Nashville, TN 37243-0312, 615-741-7996.

Texas

January 4-5, 1991, Austin, TX. Ten regional meetings in October, 1990. CONTACT: Edward Seidenberg, Director, Library Development Division, Texas State Library, Box 12927, Capitol Station, Austin, TX 78711-2927, 512-463-5460.

Utah

February 28-March 2, 1991, Salt Lake City, UT. Five regional workshops precede the Governor's Conference. CONTACT: Amy Owen, Director, State Library Division, 2150 South 300 West, Salt Lake City, UT 84115, 801-466-5888.

Vermont

No statewide conference. Reading and discussion programs on information access issues and barriers to access at 20 sites during fall 1990/spring 1991. CONTACT: Patricia E. Klinck, State Librarian, Vermont Department of Libraries, 109 State Street, Pavilion Office Building, Montpelier, VT 05602, 802-828-4265.

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VIRGINIA
November 10-11, 1990, Richmond, VA. Preceded by five regional meetings. CONTACT: Nolan T. Yelich, Assistant State Librarian, Virginia State Library and Archives, 11th Street at Capitol Square, Richmond, VA 23219, 804-786-2334.

WASHINGTON
February 28-March 2, 1991, Spokane, WA. CONTACT: Marie Zimmerman, LSCA Coordinator, Washington State Library, M-1-1, Olympia, WA 98504-0111, 206-753-2114.

WEST VIRGINIA
October 11-13, 1990, Charleston, WV. Statewide meeting via satellite hook-up for citizen input. CONTACT: Frederic J. Glazer, Director, West Virginia Library Commission, Science and Cultural Center, Charleston, WV 25305, 304-348-2041.

WISCONSIN
February 7-8, 1991, Madison, WI. Five regional meetings precede statewide conference. CONTACT: Donald K. Lamb, Public Library Consultant, Administration & Continuing Education, Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707, 608-267-9235.

WYOMING
October 27, 1990, Cheyenne, WY. A telephone survey and series of hearings throughout the state for data-gathering. CONTACT: Suzanne J. LeBarron, State Librarian, Wyoming State Library, Supreme Court & State Library Building, Cheyenne, WY 82002-0650, 307-777-7283.

DISTRICT OF COLUMBIA
March 1991, Washington, DC. CONTACT: Mary (Molly) E. Raphael, Executive Assistant to the Director, District of Columbia Public Library, 901 G Street, NW, Washington, DC 20001, 202-727-1101.

AMERICAN SAMOA
October 25-26, 1990. Two mini-conferences, one in the Eastern District and one in the Western District. CONTACT: Dr. Lalouli Tagoilelagi, Program Director, Department of Education, P.O. Box 386, Pago Pago, American Samoa 96799, 0-11-684-633-4797.

GUAM
November 15-17, 1990, Tumon, Guam. Four regional meetings precede Governor's Conference. CONTACT: Frank R. San Agustin, Territorial Librarian, Nieves M. Flores Memorial Library, 254 Martyr Street, Agana, Guam 96910, 0-11-671-472-8264.

REPUBLIC OF THE MARSHALL ISLANDS
October 1990, Delap, Majuro. CONTACT: Enid McKay, Country Coordinator, College of Micronesia, Box 1258, Majuro, Marshall Islands 96960, 0-11-692-9-5236.

COMMONWEALTH OF THE NORTHERN MARIANAS
October 23-25, 1990. CONTACT: Malinda S. Matson, Director of Library Services, Northern Marianas College, P.O. Box 1250, Saipan, MP 96950, 0-11-670-234-5498.

PUERTO RICO
November 5-8, 1990, San Juan, PR. Preceded by public hearings and meetings in seven educational districts. CONTACT: Dr. Haydee Marrero-Sosa, Library System's Director, University of Puerto Rico, P.O. Box 21502, UPR Station, Rio Piedras, PR 00931-1502, 809-764-0775.

UNITED STATES VIRGIN ISLANDS
February-March 1991, St. Croix, VI. Workshops in all three islands prior to the territorial conference. CONTACT: Jeannette Allis Sastian, Director and Territorial Librarian, Division of Libraries, Archives and Museums, #23 Dronningens Gade, St. Thomas, VI 00802, 809-774-3407.

INDIAN TRIBES
November 5-8, 1990, Albuquerque, NM. CONTACT: Jeremy Tuthorn, Project Coordinator, National Congress of American Indians, 900 Pennsylvania Avenue SE, Washington, DC 20003, 202-546-9404.

FEDERAL LIBRARIES AND INFORMATION CENTERS
November 26-27, 1990, Bethesda, MD. Preceded by regional meetings of library and information associations' conferences. CONTACT: Mary Bergman Levering, Acting Executive Director, Federal Library and Information Center Committee, Library of Congress, Washington, DC 20540, 202-707-4855.

THE WHITE HOUSE CONFERENCE ON
LIBRARY AND INFORMATION SERVICES
1991

111 8th Street, NW, Suite 402
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202-254-8100
FAX 202-254-8117

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THE WHITE HOUSE CONFERENCE ON LIBRARY AND INFORMATION SERVICES

1991

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From July 9-13, 1991, more than 900 delegates and alternates and thousands of observers will convene in Washington, DC, for the White House Conference on Library and Information Services (WHCLIS). This Conference provides a rare opportunity for full participation by the citizens of the United States and its territories in the development of recommendations for future public policies in the areas of library and information services. With an emphasis throughout the proceedings on the provision of library and information services for literacy, productivity and democracy, the White House Conference stands on the cutting edge of some of the nation's most critical challenges.

Authorized by Public Law 100-382, the White House Conference will include broad representation by library and information professionals, local, state and federal government officials; supporters of and volunteers in library and information organizations; and the general public. Official delegates to the White House Conference will debate and discuss hundreds of recommendations brought forward from thousands of participants and, at the conclusion of the deliberative process, the delegates will vote on a set of recommendations to be sent to the President of the United States for improvements in library and information services for all citizens in this information age.

The conference is being planned and conducted by the U.S. National Commission on Libraries and Information Science (NCLIS) with assistance and advice from the White House Conference Advisory Committee, whose 30 members represent all areas of the nation.

President's Message

THE WHITE HOUSE
WASHINGTON

November 30, 1989

I am pleased to send my warmest greetings to everyone preparing for the White House Conference on Library and Information Services.

If the United States is to remain a global leader in the 21st century, we must keep pace with rapid advances in technology, as well as with increasing trade and commerce between nations. Our ability to stay ahead depends, in large part, on our ability to stay informed.

Today, problems such as illiteracy threaten to undermine our Nation's strength and productivity. That is why we must improve educational opportunities in the United States and why we must meet the information needs of all our citizens -- especially minorities, the elderly, disadvantaged young people, and persons living in rural areas.

I am committed to working with you and with others, both in the public and private sectors, to enhance our nation's library services and information systems. By examining the diverse needs of our population and by exploring ways to make the maximum use of new information technology, we can bring the rewards of learning to more and more Americans and ensure that our Nation's libraries continue to serve as a valuable source of knowledge and learning. Most important, improving the Nation's library and information services may be one of the best investments we make in our campaign to end illiteracy in the United States.

My thanks to each of you for your efforts to make this upcoming Conference a success. I look forward to the reports and recommendations that will be issued when the Conference convenes in 1991.

Barbara joins me in saluting your dedication to this great cause -- one that means so much to our nation and is so close to our hearts. God bless you.

George Bush

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What is the National Commission on Libraries and Information Science?

The U.S. National Commission on Libraries and Information Science (NCLIS) is a permanent, independent agency of the federal government charged with advising the executive and legislative branches on national library and information policies and plans.

What is a White House Conference?

The President of the United States can call a White House Conference to focus attention on a topic of concern to the nation. The Congress can also request that the President convene a White House Conference. As a general rule, the purpose of a White House Conference is to involve a wide range of individuals in the development of recommendations for future public policies in the area of concern. Among the many critical issues on which White House Conferences have been held are aging, a drug free America and productivity.

What is the purpose of the White House Conference on Library and Information Services?

Delegates will gather to develop recommendations for the improvement of the library and information services of the nation and their use by the public. Resolutions will be adopted by the official delegates on the federal role in expanding literacy, increasing productivity and strengthening democracy through changes and improvements in library and information services.

The final report of the Conference, including its findings and recommendations, will be forwarded to the President, and by him to Congress, for consideration in the development of policies and future legislation concerning library and information services for the nation.

In addition, the report will be widely disseminated to raise public awareness of library and information services and the benefits of these services for the individual, the economy and the nation.

Who are the delegates?

Official delegates to the national Conference are chosen by their states through a variety of ways. Whatever process is used, the state delegate composition must adhere to the distribution mandated in Public Law 100-382, the legislation authorizing the WHCLIS.

One fourth of the delegates will represent library and information professionals; one fourth will represent local, state and federal government officials; one fourth will represent Friends, trustees, and other library supporters, and one fourth will be from the general public.

Can persons other than official delegates attend?

Yes. More than 3,000 observers attended the first WHCLIS, held in 1979.

What is a state preconference?

Federal funds have been made available to the states and territories to assist in conducting their own preconference activities. Starting with the Illinois preconference in April 1990, all states and territories, the District of Columbia, plus the American Indian Tribes and federal library community, will hold statewide and regional activities to identify issues that need to be addressed and/or resolved. The delegates will carry these needs and issues to the national Conference in Washington.

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Delegates at preconferences will look at library and information service issues of concern to their states, as well as services that are impacted by federal policy and legislation. Resolutions developed with a national thrust will be taken to the national Conference for further discussion and debate. Those dealing primarily with local concerns will be considered for future action at the state or territorial level.

What will be discussed at the national Conference?

The three overall themes of the Conference are Library and Information Services for Productivity, for Literacy and for Democracy. Although the actual topics to be addressed will not be known until all state preconference activities have been completed, the following issues are among those that might be considered:

- How library and information services can provide business and industry improved access to information;
- How the information needs of senior citizens, the disabled, the disadvantaged, the functionally illiterate and those whose primary language is not English can be met;
- How access to new information technologies can be assured;
- How new technology can be applied to the educational process in penal institutions;
- How library and information services can be improved through cooperation with the private sector;
- How technology can be used to store, analyze and transmit information needed by the public and by government decision makers;
- How information users can be helped in their efforts to sift through an ever expanding information supply, extracting what is useful, reliable and timely.

Why should people get involved?

- Productive citizens need to keep pace with the information explosion;
- Libraries of all types play an important role in developing and expanding literacy for all citizens; and
- Information that enables citizens to make informed decisions in the workplace, at school or as a part of lifelong education is the democratic foundation upon which this country was built. Democracy depends on the informed participation of its people.

How can you get involved?

A first step to participation is to contact your Governor's office or the head of your state library agency. The name and address can be found in any neighborhood library. These offices will know what is happening in your state and how you can participate.

THE WHITE HOUSE CONFERENCE ON
LIBRARY AND INFORMATION SERVICES
1991

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White House Conference on Library and Information Services Advisory Committee

Richard G. Akeroyd, Jr.
Chairman
State Librarian
Hartford, Connecticut

Charles E. Reid
Vice Chairman
Prodeveco Group
Fort Lee, New Jersey

Gordon Ambach
Council of Chief State School Officers
Washington, DC

William G. Asp
Director, Library Development and Services
St. Paul, Minnesota

Louis William Barnett
Glendale, California

James H. Billington
Librarian of Congress
Washington, DC

Daniel W. Casey
Syracuse, New York

William C. Cassell
Heidelberg College
Tiffin, Ohio

Lauro F. Cavazos
Secretary of Education
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Margaret Chisholm
University of Washington
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Beth Duston
Information Strategists
Manchester, New Hampshire

Joseph J. Fitzsimmons
UMI
Ann Arbor, Michigan

Rebecca Ann Floyd
Mississippi Protection & Advocacy Systems
Jackson, Mississippi

William D. Ford
Congressman
Washington, DC

Stuart Forth
Pennsylvania State University
University Park, Pennsylvania

William F. Goodling
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Gloria S. Hom
Mission College
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Carmencita Léon
Library Specialist
Guaynabo, Puerto Rico

Hugh Mahoney
Office of the County Executive
Mineola, New York

Mary Jane Martinez
First Lady of Florida
Tallahassee, Florida

Bessie Boehm Moore
Vice Chairman Emeritus, NCLIS
Little Rock, Arkansas

Jerald C. Newman
Transnational Commerce Corp
North Woodmere, NY

Major R. Owens
Congressman
Washington, DC

Jerry Parr
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Joan Ress Reeves
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James C. Roberts
American Studies Center
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Eileen C. Schouweiler
Reno, Nevada

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National Commission on Libraries and Information Science Commissioners

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Lee Edwards
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The World & I Magazine
Bethesda, Maryland

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Librarian of Congress
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Daniel W. Casey
Syracuse, New York

Wanda L. Forbes
Columbia, South Carolina

Frank Gannon
Gannon Hartley Ltd.
New York, New York

Raymond J. Petersen
Hearst Magazines
New York, New York

Elinor H. Swaim
Salisbury, North Carolina

Barbara H. Taylor
Germantown, Maryland

Julia Li Wu
Los Angeles Community College District
Los Angeles, California

Charles Benton
Chairman Emeritus
Public Media, Inc
Chicago, Illinois

Frederick Burkhardt
Chairman Emeritus
Bennington, Vermont

Elinor M. Hashim
Chairman Emeritus
OCLC, Inc
Washington, DC

Bessie Boehm Moore
Vice Chairman Emeritus
Little Rock, Arkansas

Jerald C. Newman
Chairman Emeritus
Transnational Commerce Corp
North Woodmere, NY

August 15, 1990

ERIC EXECUTIVE COMMITTEE

BYLAWS

I. PURPOSE

The ERIC Executive Committee is a liaison organization between the ERIC Directors[1] and Central ERIC. It serves in an advisory capacity on policy matters affecting the total ERIC system.

II. MEMBERSHIP

Membership on the ERIC Executive Committee is comprised of the following nine individuals:

- Director of ERIC (OERI)
- Five Clearinghouse management representatives (elected by the ERIC Directors and ERIC Associate/Assistant Directors in attendance at the annual Directors Meeting). Clearinghouse members of the Executive Committee have two votes each.
- One management representative from each of the following support components: ERIC Technical Steering Committee, ERIC Processing and Reference Facility, and ACCESS ERIC. Support component members have one vote each, except that if the ERIC Technical Steering Committee representative is a Clearinghouse staff member they vote as a Clearinghouse member.

III. TERMS OF OFFICE

Membership terms for Clearinghouse representatives on the ERIC Executive Committee are for three years. No individual can serve on the ERIC Executive Committee, in a voting capacity, more than two terms (six years) in succession.

IV. OFFICERS

Officers of the ERIC Executive Committee consist of a chair and a Chair Elect, selected from among the Clearinghouse members of the Committee and elected by the members of the committee. The Chair Elect acts as the Secretary and communication facilitator of the Committee; this responsibility is intended as preparation for serving as Chair.

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[1] "ERIC Directors" in this context is defined to mean the Directors and Assistant/Associate Directors of the ERIC Clearinghouses and of the ERIC support contractors

August 15, 1990

VI. RESPONSIBILITIES

The major responsibilities of the ERIC executive committee as a whole are:

A. Facilitate two-way communication between ERIC components and Central ERIC/OERI/Department of Education, by meeting, talking, or otherwise communicating with Central ERIC on at least a monthly basis.

B. Establish the Agenda, co-chair, and evaluate the ERIC Directors Meetings.

C. Review and advise on recommendations of the ERIC Technical Steering Committee, especially with respect to policy implications and considerations.

The major responsibilities of the officers of the ERIC Executive Committee are:

D. **Chair**--Schedule all meetings of the Committee and ensure maximum possible attendance. Communicate with Central ERIC on a monthly basis, preferably according to a prearranged schedule. Formally present the recommendations of the Executive Committee to Central ERIC.

E. **Chair Elect**--Record the minutes of the meetings of the Committee and the substance of the monthly contacts between the Chair and Central ERIC and communicate this information to the ERIC system, as appropriate.

F. **Immediate Past Chair (not a formal "officer")**--Provide the Committee and its current Chair with information, as appropriate and as needed, concerning major events and decisions of the previous year, i.e., provide "institutional memory" for the group.

VI. MEETINGS

The Chair schedules all meetings of the Committee, as detailed below. To ensure maximum attendance, meetings should be scheduled at least three months in advance.

- Midway between each national ERIC Directors Meeting (two per year)
- The night before the annual ERIC Directors Meeting (dinner meeting) (two per year)
- The morning of the second day of the National ERIC Directors Meetings (breakfast meeting) (two per year)

VII. BYLAWS APPROVAL

Executive Committee Bylaws (and changes to them) are subject to the approval of the ERIC Directors as a whole.

Indiana University
2805 East Tenth Street, Suite 120
Bloomington, Indiana 47408-2698

A Project of the Social Studies Development Center

What is The National Clearinghouse for U.S.-JAPAN Studies?

The National Clearinghouse for U.S.-JAPAN Studies is a joint project of the Social Studies Development Center and the East Asian Studies Center at Indiana University, Bloomington.

Funded by the United States-Japan Foundation of New York, the Clearinghouse is a database system. It provides timely and comprehensive information about educational resources on how to teach about Japan.

The Clearinghouse collects, analyzes, abstracts, and creates a database of materials and resources that can assist school systems and individual teachers in developing and implementing curricula and lessons on broad areas of Japanese culture and society, and on U.S.-Japan relationships.

A major strength of Clearinghouse is its link with the Educational Resources Information Center (ERIC), the world's largest and most widely used educational database.

Many of the resources included in the Clearinghouse database are cross-referenced in ERIC. However, the Clearinghouse also includes data such as videos, films, some simulations, artifact kits, and the like, and teacher-developed materials. ERIC does not include such non-print materials.

Do you have any questions and/or suggestions related to the Japan database? If yes, let us know!

Who can get services from the National Clearinghouse for U.S.-Japan Studies?

The National Clearinghouse for U.S.-Japan Studies provides a variety of services and products to elementary and secondary teachers, administrators, policy makers, and others interested in teaching and learning about Japanese culture and society and about U.S.-Japan interrelationships.

While the primary audience for the Clearinghouse includes K-12 educators, services are also available for college-level faculty and citizen groups working to expand public knowledge about Japan.

More than 1,000 documents - including lesson plans, curriculum guides, journal articles and special reports - are included in the database. More are being added every day.

What services does the Clearinghouse provide?

The foundation for all Clearinghouse activities is a computer-searchable database of curriculum materials, journal articles, research reports, and other materials that could be useful to classroom teachers and curriculum planners.

This Clearinghouse enhances the efforts of all precollgiate regional programs for teaching about Japan.

Also, the Clearinghouse will develop a series of publications designed to meet the needs of teachers and curriculum specialists. This includes our free newsletter, SHINBUN-USA.

What about workshops and conferences?

The Clearinghouse staff are available to provide presentations and workshops for teacher and administrative groups.

The staff will attend state, regional and national conferences to conduct workshops and set up display exhibits.

How do you obtain services from the Clearinghouse?

Educators and others who contact the Clearinghouse either by mail or by phone requesting assistance will work with trained searchers to identify specific individual needs.

For example, a fifth-grade teacher of U.S. history seeking information about the Japanese educational system might receive a printout containing four or five lesson plans designed by teachers at similar grade levels.

Or it could be a video program or filmstrip, and several articles from educational journals or the popular press that the teacher can use as background material.

Each resource citation will include complete information about availability, source, cost, grade level, and other details.

For further information call us at:
(812) 855-3838
or write us your request.

National Clearinghouse for U.S.-JAPAN Studies

Advisory Board

James Becker, Chair
Social Studies Development Center
Indiana University
Bloomington, Indiana

Jackson Bailey, Director
Institute for Education on Japan
Earlham College
Richmond, Indiana

Mary Fortney
Indiana Department of Education
Indianapolis, Indiana

Jonathan Weil
Evanston Township High School
Evanston, Illinois

George M. Wilson, Director
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in Schools Program
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College Park, Maryland

Staff

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Yasemin A. Oğuzertem
Assistant Director

James Becker
Senior Consultant

Stacy Calvert
Secretary

(Detach here)

MAIL-IN FORM

If you want to be on our mailing list, please fill in:

Name _____

Address _____

City _____ State _____ Zip _____

Phone ( ) _____

____ I would like to be on your mailing list.
____ Send me your newsletter SHINBUN USA.
____ I have materials on U.S.-Japan Studies that I would like to share.
____ Send me information about resource persons near me.
____ Contact me about arranging a workshop and/or a presentation.

NATIONAL CLEARINGHOUSE FOR U.S.-JAPAN STUDIES
Indiana University
2805 East Tenth Street, Suite 120
Bloomington, Indiana 47408-2698
812/855-3838 FAX: 812/855-7901

From: _____

_____

_____

_____

Place Stamp Here

NATIONAL CLEARINGHOUSE FOR U.S.-JAPAN STUDIES

Indiana University
2805 East Tenth Street, Suite 120
Bloomington, Indiana 47408-2698

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

June 26, 1990

NOTE TO ALL ERIC COMPONENTS

FROM : Robert M. Stonehill RMS
Director, ERIC Program

SUBJECT: Adjunct ERIC Clearinghouse on Chapter 1 (TA)

The Chapter 1 Technical Assistance Center Materials Clearinghouse, managed by Advanced Technology, Inc., in Indianapolis, IN, has agreed to become the **Adjunct ERIC Clearinghouse on Chapter 1 (ERIC/TA)**. The network of Chapter 1 Technical Assistance Centers (TACs) and Rural Technical Assistance Centers (R-TACs) are funded by the Department of Education to assist state and local education agencies to evaluate and improve their compensatory education programs. The TAC Materials Clearinghouse has responsibility for acquiring and maintaining workshop materials and documents produced or adapted by the Technical Assistance Centers, and are willing to use their own resources to participate in this joint effort with the ERIC program.

As part of their role as an Adjunct ERIC Clearinghouse, ERIC/TA will acquire, catalog and index documents about compensatory education, conforming fully to ERIC standards. ERIC/TA staff have already received training in ERIC processing procedures. ERIC/TA will provide the Facility with copies of their acquired documents, along with the draft resumes. These will then be referred to the most appropriate ERIC Clearinghouse (we expect most documents to be referred to Urban Education, but some documents will almost certainly be referred to Rural Education, Science and Mathematics, Reading, and Tests and Measurement) for additional review and editing.

The TAC and R-TAC networks have also agreed to act as acquisition agents for ERIC by obtaining copies of locally-produced documents and materials (whether or not specifically related to Chapter 1) that they encounter during their extensive field work. Non-compensatory education documents will be sent to ERIC for referral and processing.

Attached is a more comprehensive description of responsibilities and processing procedures for ERIC/TA and other system components. When you receive ERIC/TA documents from the Facility, please put these documents at (or near) the top of the work-in-progress pile; while we are not requesting expedited handling, we would like these documents reviewed and edited relatively quickly. The "Report Number" field will be used to record the TAC accession number for identification and retrieval of TAC documents in the ERIC database, so do not edit that particular field.

ADJUNCT ERIC CLEARINGHOUSE ON CHAPTER 1 -- ERIC/TA

Adjunct clearinghouse responsibilities:

Processing procedures for ERIC/TA. The Adjunct Clearinghouse for Chapter 1 (ERIC/TA) will:

- determine which TAC-acquired or TAC-produced compensatory education materials are appropriate to be indexed and abstracted for the ERIC database;
- duplicate check documents against the Acquisitions Data Report (ADR) (but do not actually enter new documents into the ADR);
- index and abstract documents using the ERIC processing guidelines and manuals;
- use the Report Number field to record the TAC accession number for identification and retrieval of TAC documents in the ERIC database;
- send selected non-Chapter-1 material to the Facility for transfer to appropriate Clearinghouses for processing;
- mail original documents and draft resumes to the Facility (copy to be maintained by ERIC/TA);
- keep copies of materials (e.g., workshops) not appropriate for ERIC but appropriate for the TAC Materials Clearinghouse database.

ERIC system procedures:

- After ERIC/TA forwards documents and draft resumes to Facility, Facility will transfer documents and resumes to appropriate Clearinghouse for ADR entry, final review, editing and processing;
- Clearinghouses will select TAC documents suitable for ERIC database (workshop material could be included, but each would need to be reviewed for relevance);
- Clearinghouses will review abstracts and make necessary editorial changes;
- the Report Number field will be used to record the TAC accession number for identification and retrieval of TAC documents in the ERIC database; Clearinghouses will not edit the Report Number field since this will be used for identification and retrieval of TAC documents;

Page 2 -- Adjunct Clearinghouse on Chapter 1

- Clearinghouses will send copy of all ERIC/TA document microfiche to ERIC/TA as the "author";
- Facility will send copy of final resume/file reference to ERIC/TA so they can replace their copy with the final copy to assure that their records and ERIC records are the same;
- Reading and Communication Skills Clearinghouse will include ERIC/TA in their next session of processing training.

Page 2 -- ERIC/TA

The contact person, address and phone number for ERIC/TA is as follows:

Dr. Mary Quilling, Director
Chapter 1 Technical Assistance Center
Advanced Technology, Inc.
2601 Fortune Circle East
Suite 300-A
Indianapolis, IN 46241

Phone: 317-244-8160
1-800-456-2380
FAX : 317-244-7386

ACCESS ERIC
1600 Research Boulevard, Rockville, MD 20850 • 1-800-USE-ERIC

MEMORANDUM

To: Clearinghouse liaisons
From: Beverly Swanson
Date: July 26, 1990
Re: Information requests

ACCESS ERIC is updating and creating new products throughout the year. In order to give lead time in our requests, the enclosed list has been developed.

I hope this list will assist you in your long-range planning. ACCESS ERIC appreciates your valuable input in the development of these products.

cc: A. Chiang
project file

ACCESS ERIC - Clearinghouse
Information Request Timeline

Products		Clearinghouse input needed by:
Catalog of Clearinghouse Publications updates		
verification of subject codes		8/15
ERIC Users' Interchange		
submission of news, price changes, new services,	Issue 1	8/03
search techniques, etc.	Issue 2	12/03
Directory updates		
- Education-Related Information Centers		
data verification forms sent for current information centers		6/10
responses requested from data verification forms		9/15
requests for possible new information centers		9/24
- Conference Calendar		
conference updates		10/12
- Partners Directory		
requests for new and current partners		11/06
- ERIC Partner Policy & Procedure Manual		
sent to Clearinghouses for review		8/28
request comments		9/11
A Pocket Guide to ERIC		
request for updates		11/12
All About ERIC		
request for updates to text		12/11
ACCESS ERIC Brochure		
suggested changes and/or updates		1/07/91
The ERIC Review (One or more Clearinghouses will be asked to write lead article)		
Issue 3		
Digests or research summaries - Research in Action column;		
2-3 new titles from each Clearinghouse - New Titles in Education column		
(include author, order #, price, 3-sentence write-up, publication date);		
New product/service announcements - For Your Information column;		
News of interest to teacher, administrators, policymakers, i.e. adjunct clearinghouse		10/17
Issue 4		
Same as above		1/16/91
Media Package Mailings (3 mailings)		
news of interest to education writers/editors across the country		10/10
(Coordinate with Diane Loulou before sending materials)		1/03/91
		2/26/91
Conclusion Brochures		
Several Clearinghouses will be solicited for development and/or editing		
of brochures; lead time will be given		

ACCESS ERIC
1600 Research Boulevard, Rockville, MD 20850 • 1-800-USE-ERIC

June 11, 1990

Pat Brown
ERIC Processing and Reference Facility
ARC Professional Services Group
Information Systems Division
2440 Research Boulevard, Suite 400
Rockville, MD 20850-3238

Dear Pat:

To streamline communication with other ERIC Components, ACCESS ERIC has instituted a liaison program. This program matches each Clearinghouse with an ACCESS ERIC staff member who will serve as its contact person. The enclosed "ACCESS ERIC System Liaison Program List" shows staff assignments. As your liaison, I will be handling any questions and comments, as well as any necessary data collection from your Clearinghouse. In turn, we ask that your Clearinghouse assign an ACCESS ERIC contact to whom I will direct all future correspondence.

As your ACCESS ERIC liaison, my first task is to compile information for the Catalog of ERIC Clearinghouse Publications. To update this Catalog, I need a list of your most current and significant publications. It is not necessary for us to receive copies of these publications. Enclosed you will find the information your Clearinghouse provided for the current 1990 edition. Feel free to mark up this copy with any updates or changes. Information for any new entries should be provided on a separate sheet. If you would like to include ordering information such as discounts for bulk orders, postage and handling charges, etc., we would be more than happy to include this information as part of your entry. A subject index will be added to the Catalog.

Enclosed is a list of subject codes, based on terms from the Thesaurus. Please assign each of your documents at least one subject code from this list. If you do not see an appropriate code, please use the Thesaurus as your authority list and assign a new term. This will enable our staff to classify each document in the Catalog according to your specific instructions. We will not assign any subject codes, so it is important that this be done by each Clearinghouse. You may assign up to three codes to each publication.

I look forward to working with you and receiving your list. To ensure that your titles are included, please send them to me no later than Friday, June 29th. If you have any questions or comments, do not hesitate to call me at 1-800-USE-ERIC. Please also call me directly to let me know who in your Clearinghouse will serve as a liaison to ACCESS ERIC.

Sincerely,

Belinda Lehrer

cc: Director (without Attachment) ✓

Pat Coulter
COTR, ACCESS ERIC (without Attachment)

ACCESS ERIC System Liaison Program List

Beverly Swanson: (Project Manager)	Educational Management (EA) Teacher Education (SP) Higher Education (HE) Elementary & Early Childhood Education (PS)
Paula Seidman:	Counseling & Personnel Services (CG) Tests, Measurement & Evaluation (TM) Social Studies & Social Sciences (SO) Handicapped & Gifted Children (EC)
Belinda Taheri:	Reading and Communication Skills (CS) ERIC Facility Information Resources (IR) Science, Mathematics & Environmental Education (SE) Oryx Press
Kelly Gainer:	Urban Education (UD) Junior Colleges (JC) Adult, Career, & Vocational Education (CE)
Terri Bourbon:	Rural Education (RC) Language & Linguistics (FL) Literacy Education for Limited English Proficient Adults (Adjunct) EDRS

ACCESS ERIC
1600 Research Boulevard, Rockville, MD 20850 • 1-800-USE-ERIC

July 5, 1990

Mr. Ted Brandhorst
ERIC Processing & Reference Facility
2440 Research Blvd.
Rockville, MD 20850

Dear Ted:

ACCESS ERIC is now in the process of gathering pertinent information about literacy for the fall issue of The ERIC Review. Because literacy is a far-reaching and critical issue in education, this publication lends itself to both a wide reader audience and valuable input from all ERIC Components.

Included in this issue of The ERIC Review will be the lead article on literacy (in progress), ERIC Digest abstracts, some reprints relevant to current literacy issues, and Clearinghouse announcements of new publications, database acquisitions, services, and calendar events.

The ACCESS ERIC Staff looks forward to receiving your ideas, opinions and journal material with regard to this up-coming issue. We would also appreciate your suggestions for topics that cut across numerous scope areas for future issues of The ERIC Review. On a more personal note, I look forward to working with all of you on this exciting project and the many others affiliated with ACCESS ERIC.

Sincerely,

Beverly Swanson

Beverly Swanson
Project Director,
ACCESS ERIC

cc: A. Chiang
Pat Coulter, COTR

New From ERIC

The ERIC Directory of Education-Related Information Centers-- Now Available to the General Public

Education encompasses many disciplines and a broad range of subjects. When you need education-related information there are many agencies to turn to--so many, in fact, that it is often difficult to quickly locate the appropriate source for your information needs. Now, one publication can help you quickly identify and locate education-related resources. You'll find organizations covering more than 250 education-related topics--from achievement to youth programs--in the ERIC Directory of Education-Related Information Centers.

This useful reference guide, which costs just $10.00, lists 200 organizations that provide information relevant to education. Its three indexes allow users to quickly and easily identify resources by subject, organization name, and geographic location. The Directory lists each organization's available services as well as subjects covered, intended audiences, and contact person.

The Directory includes both federally-funded and private organizations that provide information synthesis, database building, outreach and user services, information dissemination, technical assistance, publication production, and reference and referral services including online searches.

To order the ERIC Directory of Education-Related Information Centers, send a $10.00 check or money order payable to ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850. For more information about ERIC, call 1-800-USE-ERIC.

A Note from ERIC/TM:
6/5/90

Educational Measurement Productivity

Lawrence M. Rudner, Robert M. Stonehill, Ruth Axman Childs, Jennifer Dupree

Since January 1988, the Educational Resources Information Center Clearinghouse on Tests, Measurement, and Evaluation (ERIC/TM) has selected documents submitted by more than 800 organizations for entry into the ERIC database. In this column, we identify the major producers of educational measurement research and development literature over a recent 28 month period.

ERIC as a Measure of Productivity

While published journal article counts are a common means to assess academic productivity, the number of documents accepted for entry into the ERIC database provides a strong measure of overall contribution to the literature on educational measurement. ERIC accepts a wider range of relevant materials, ERIC documents are readily available, and ERIC materials undergo peer review.

Many important contributions to educational measurement are available primarily though ERIC. For example, consider the following types of documents which are unlikely to be found in any other source:

- a state report defining a range of quantitative and qualitative indicators of educational performance;
- documentation of the process used to establish an innovative testing program;
- exemplary reports produced by local education agencies that serve as models for other school districts;
- curriculum materials used to teach measurement concepts in various universities; and,
- reports from government assessment projects such as the National Assessment of Educational Progress (NAEP).

ERIC documents can be identified and obtained throughout the world. While journals may not always be easily available, and conference sessions may be attended by only a handful of people, acceptance of a document into the ERIC database ensures permanent access and availability of that material to researchers and practitioners. Over 900 locations throughout the world maintain a complete ERIC microfiche collection. Printed copies of ERIC materials can be ordered directly from the ERIC Document Reproduction Service.

Like journal articles, ERIC documents are peer reviewed. To be selected for inclusion in ERIC, submitted documents must meet strict criteria -- including timeliness, appropriate methodology, clarity of presentation, and significance of content. During the 28-month period from January 1988 through April 1990, ERIC/TM received 4,179 documents, of which 1,904 were accepted, 415 were rejected outright, and the rest were transferred to other ERIC clearinghouses. While the apparent rejection rate was 18 percent (415/2319), the actual rate was higher, as some borderline documents rejected by ERIC/TM were transferred to other clearinghouses for a second consideration.

Analysis

We examined the affiliations of the authors of the documents accepted by ERIC/TM from January 1988 to the end of April 1990. The number of articles submitted by each institution was tallied. The affiliation of the author signing the reproduction release form was used for articles with multiple authors from different institutions. Centers within institutions, e.g. the Center for the Study of Evaluation at UCLA and the National Opinion Research Center at the University of Chicago, were tallied with their host organizations. University campuses were not combined.

The top contributors to the educational measurement literature, as measured by the number of documents accepted by ERIC, are shown in Table I. Together, these 23 organizations submitted 595 (31 percent) of the 1,904 documents accepted by ERIC/TM during the 28-month period.

The majority of the lead contributing organizations are university based, with the University of New Orleans first in the number of contributions. Ten other universities are ranked in the top twenty. It is noteworthy that two of these contributors are foreign--the University of Twente in the Netherlands, and Lund University in Sweden.

The Educational Testing Service (ETS) leads all contributors in the number of documents accepted by ERIC. The American College Testing Program is the only other test publisher to rank in the top twenty contributors.

A large number of state education departments and local school districts are also represented. The Portland (Oregon) Public Schools is the first of the five school districts in the top 20; the Texas Education Agency is the most prolific state education department.

The Top Contributors to ERIC/TM
(January 1988 through April 1990)

1. Educational Testing Service (Princeton, NJ)
2. University of New Orleans (LA)
3. University of Twente (Enschede, The Netherlands)
4. Office of Educational Research and Improvement (Washington, DC)
5. University of Chicago (IL)
6. American College Testing Program (Iowa City, IA)
7. Portland (OR) Public Schools
8. Austin (TX) Independent School District
9. University of California (Los Angeles)
10. Albuquerque (NM) Public Schools
    American Institutes for Research (Washington, DC)
    Texas Education Agency (Austin, TX)
13. Southern Illinois University (Carbondale)
14. University of Maryland (College Park)
15. New York City (NY) Board of Education
16. Maryland State Department of Education (Baltimore)
17. Memphis (TN) State University
    Northwest Regional Educational Laboratory (Portland, OR)
    University of North Carolina (Chapel Hill)
20. Lund (Sweden) University
    School District of Philadelphia (PA)
    University of Alabama (Tuscaloosa)
    University of Minnesota (Minneapolis/St Paul)

Conclusions

These results are, of course, biased to reflect positively on those institutions that make a concerted effort to get documents into the ERIC database. These organizations may have increased their representation by encouraging individual faculty members and students, as well as departments, to contribute.

However, we argue that this bias is appropriate, since a report or a journal article that no one knows cannot make a significant contribution to the field of measurement. Individuals and organizations that have routinely contributed to the ERIC database deserve recognition for their efforts.

Many quality documents which could influence measurement theory and practice worldwide are not in the database. As more authors make an effort to improve the database and submit their materials, these rankings can be expected to change. This will be tested when we revisit the rankings in another two years.

"CHICAGO MANUAL OF STYLE" DRAFT INSTRUCTIONS FOR INCLUDING ERIC AVAILABILITY INFORMATIN IN CITATIONS

Material Obtained Through Loose-Leaf, Computer, or Information Services

Documentation of material obtained through such loose-leaf services as the federal tax services published by Commerce Clearing House (CCH) and Prentice-Hall (P-H) is handled similarly to that obtained from books. For some loose-leaf services, paragraph rather than page numbers are given.

Commerce Clearinghouse, 1990 Standard Federal Tax Reports (Chicago: CCH, 1990), ¶ 20,050.15.

Commerce Clearing House. 1990 Standard Federal Tax Reports. Chicago: Commerce Clearing House, 1990.

References to material obtained through computer services like Dialog and Orbit and through information services like ERIC (Educational Resources Information Center) and NTIS (National Technical Information Service) are treated like first references to original printed material except that the usual information is followed by the name of the service, the name of the vendor providing the service, and the accession or identifying numbers within the service. If the service is revised annually, the year must also be included. For some loose-leaf services, paragraph rather than page numbers are given.

Susan J. Kupsch, Stepping In. Paper presented as part of the symposium "Disrupted and Reorganized Families" at the Annual Meeting of the Southeastern Psychological Association. Atlanta, Ga., 23-26 March 1983, Dialog, ERIC, ED 223 276.

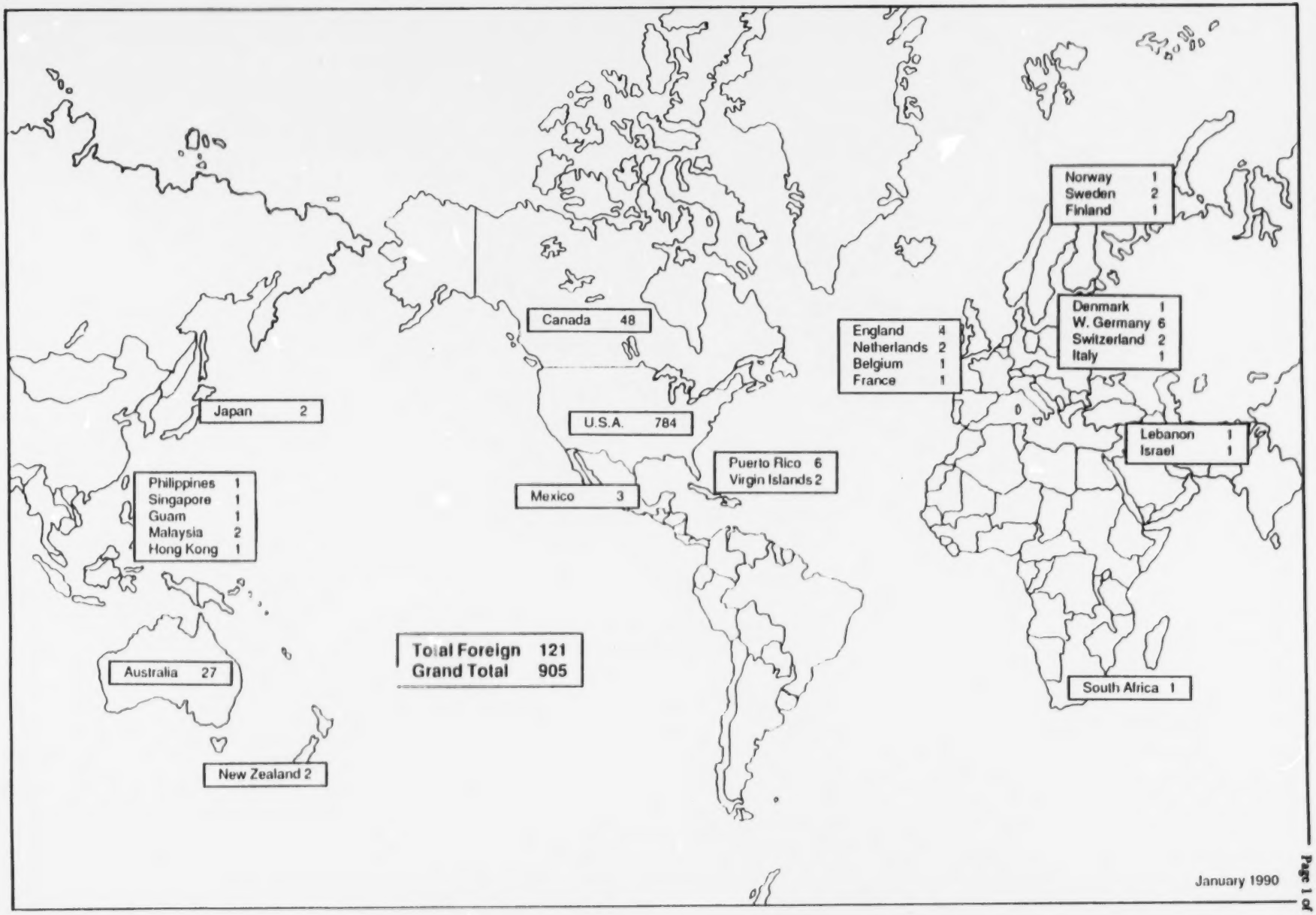
Rosabel Flax et al., Guidelines for Teaching Mathematics K-12 (Kansas: Kansas State Department of Education. Topeka Division of Education Services. June 1979). 85, Dialog, ERIC, ED 178 312.

D. Beevis, "Ergonomist's Role in the Weapon System Development Process in Canada" (Downsview. Ontario: Defence and Civil Institute of Environmental Medicine. 1983), 8, NTIS, AD-A145 5713/2, microfiche.

1190

BEST COPY AVAILABLE

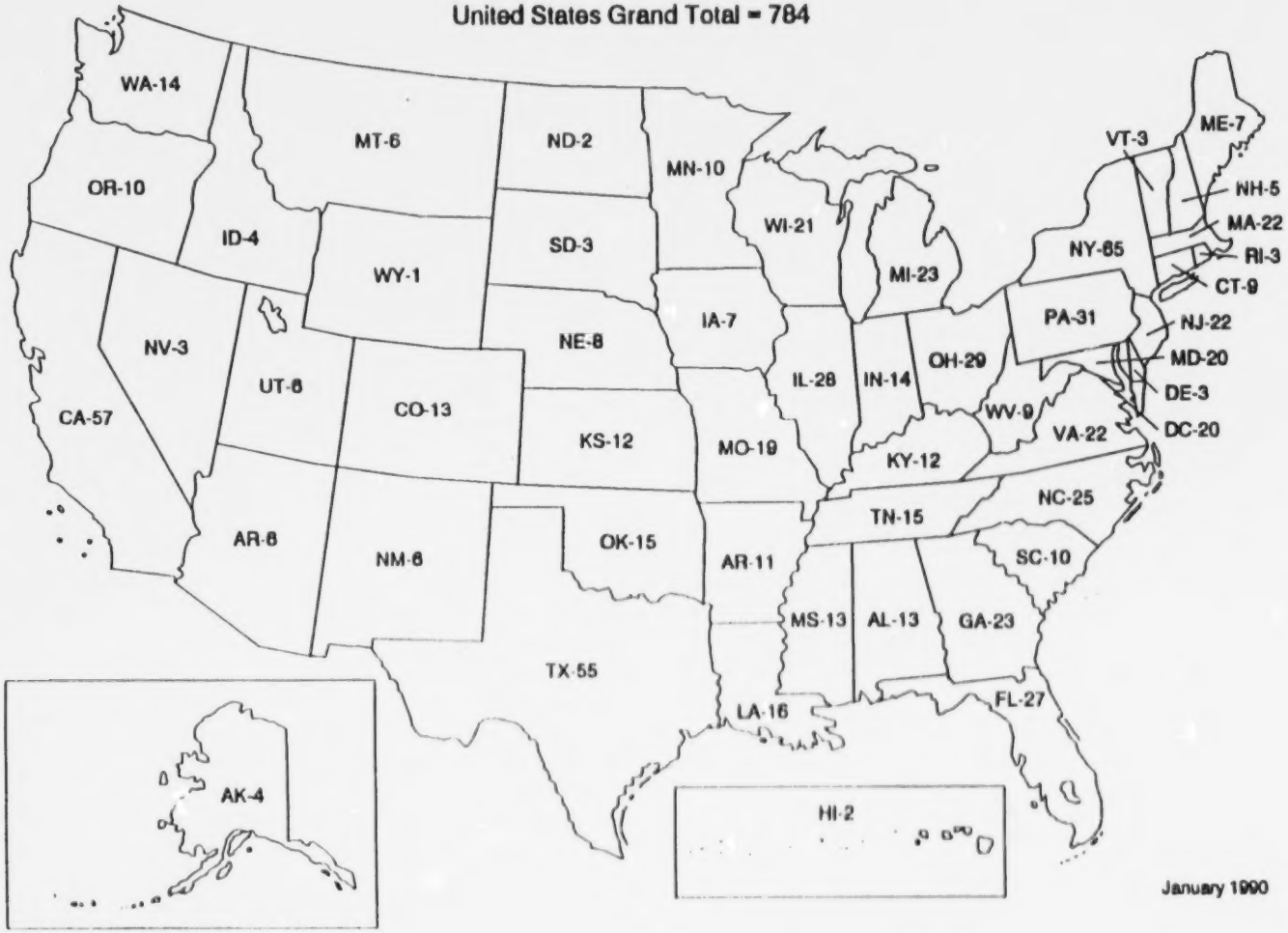
ERIC Service Providers



Attachment 9A
Page 1 of 1

ERIC Service Providers

United States Grand Total = 784

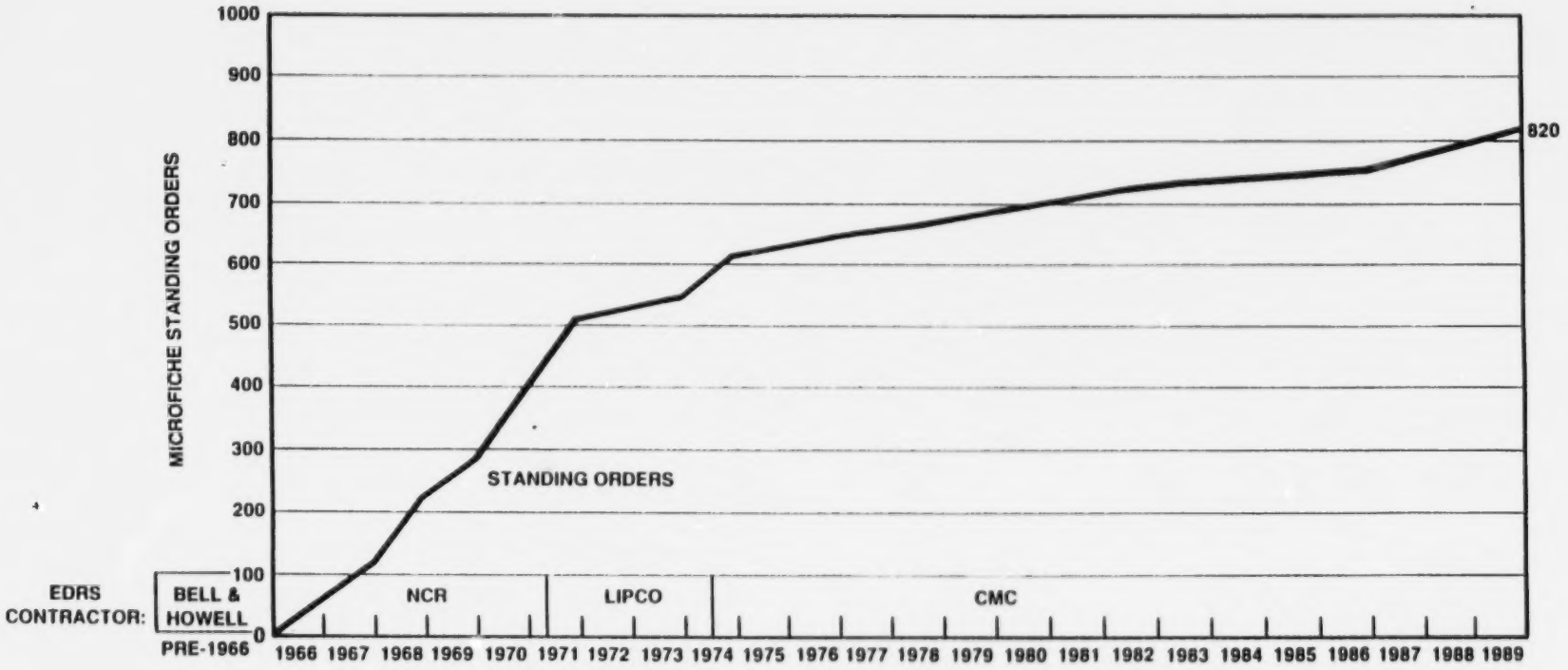


January 1990

1193

1194

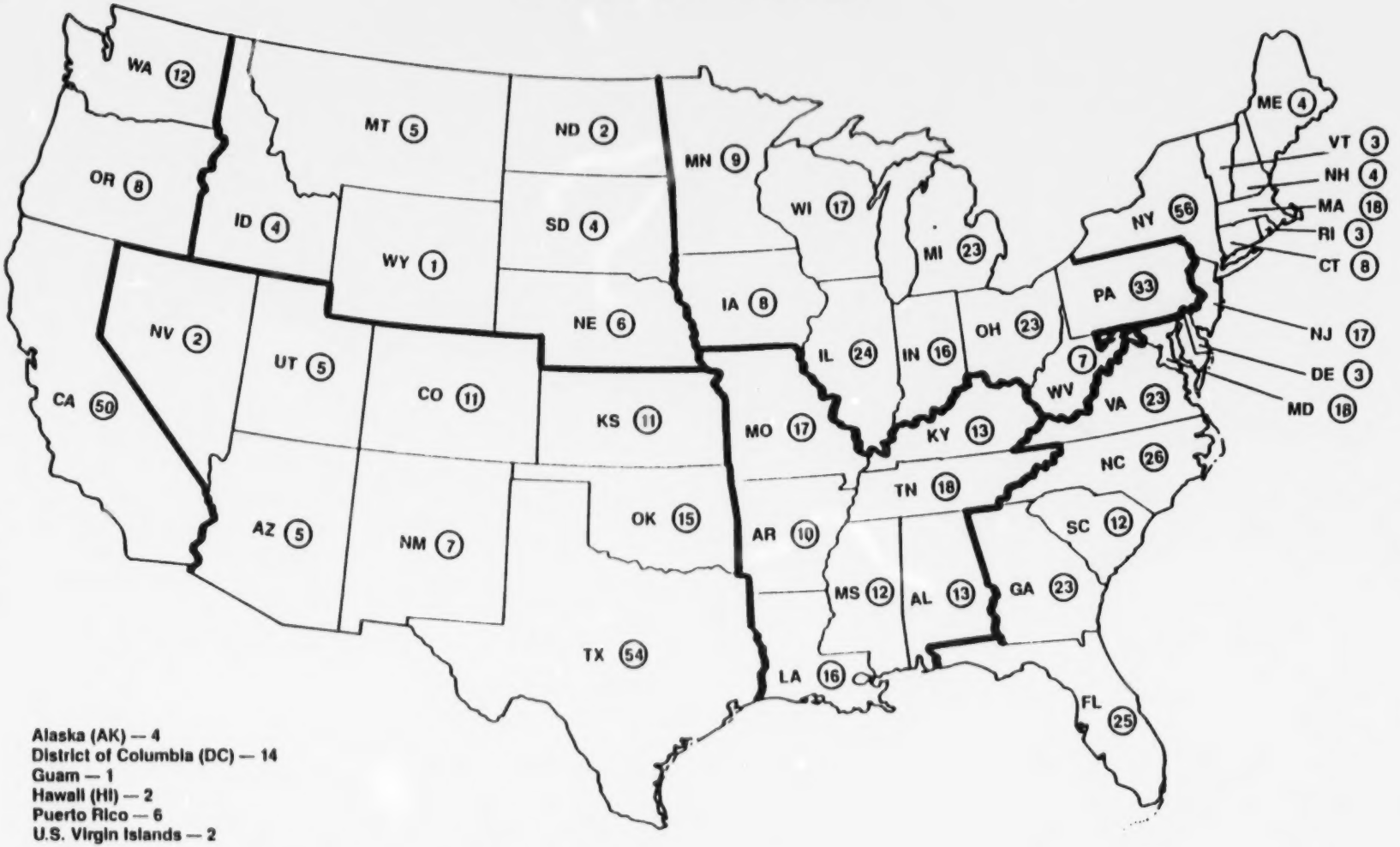
ERIC Document Reproduction Service (EDRS)
Microfiche Standing Orders—Growth Statistics



ERIC Microfiche Collections

(Geographic Distribution—U.S.)

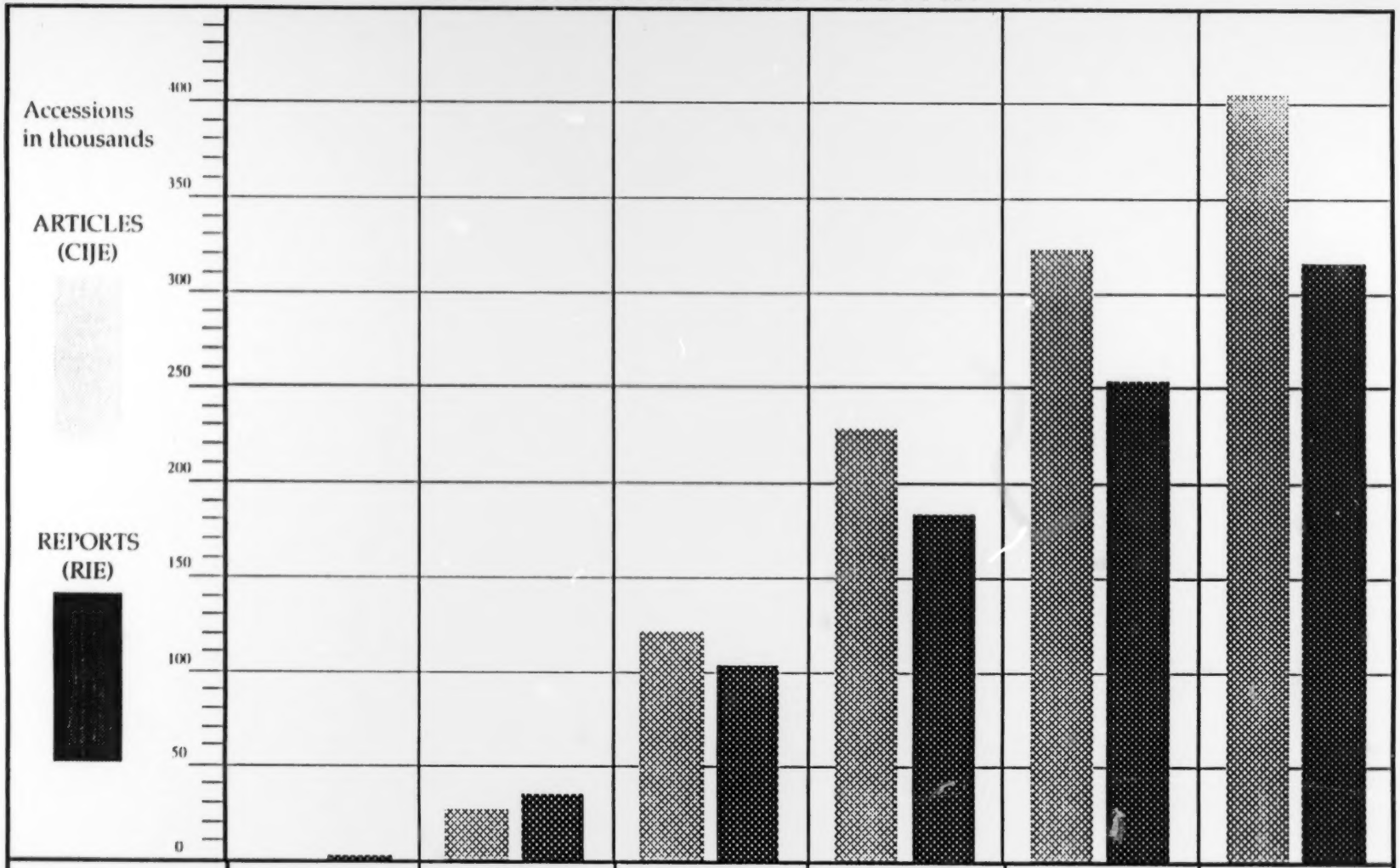
March 1990—Total 827



Alaska (AK) — 4
District of Columbia (DC) — 14
Guam — 1
Hawaii (HI) — 2
Puerto Rico — 6
U.S. Virgin Islands — 2

Foreign — 94

ERIC Database File Growth



		1966	1970	1975	1980	1985	1990 (as of July, 31)
ARTICLES (CIJE)	Accessions Added	—	27,599	94,327	107,309	93,801	81,646
	Cumulative Total	—	—	**121,926**	**229,235**	**323,036**	**404,682**
REPORTS (RIE)	Accessions Added	1,834	33,180	68,534	80,142	69,436	63,513
	Cumulative Total		**35,014**	**103,548**	**183,690**	**253,126**	**316,639**

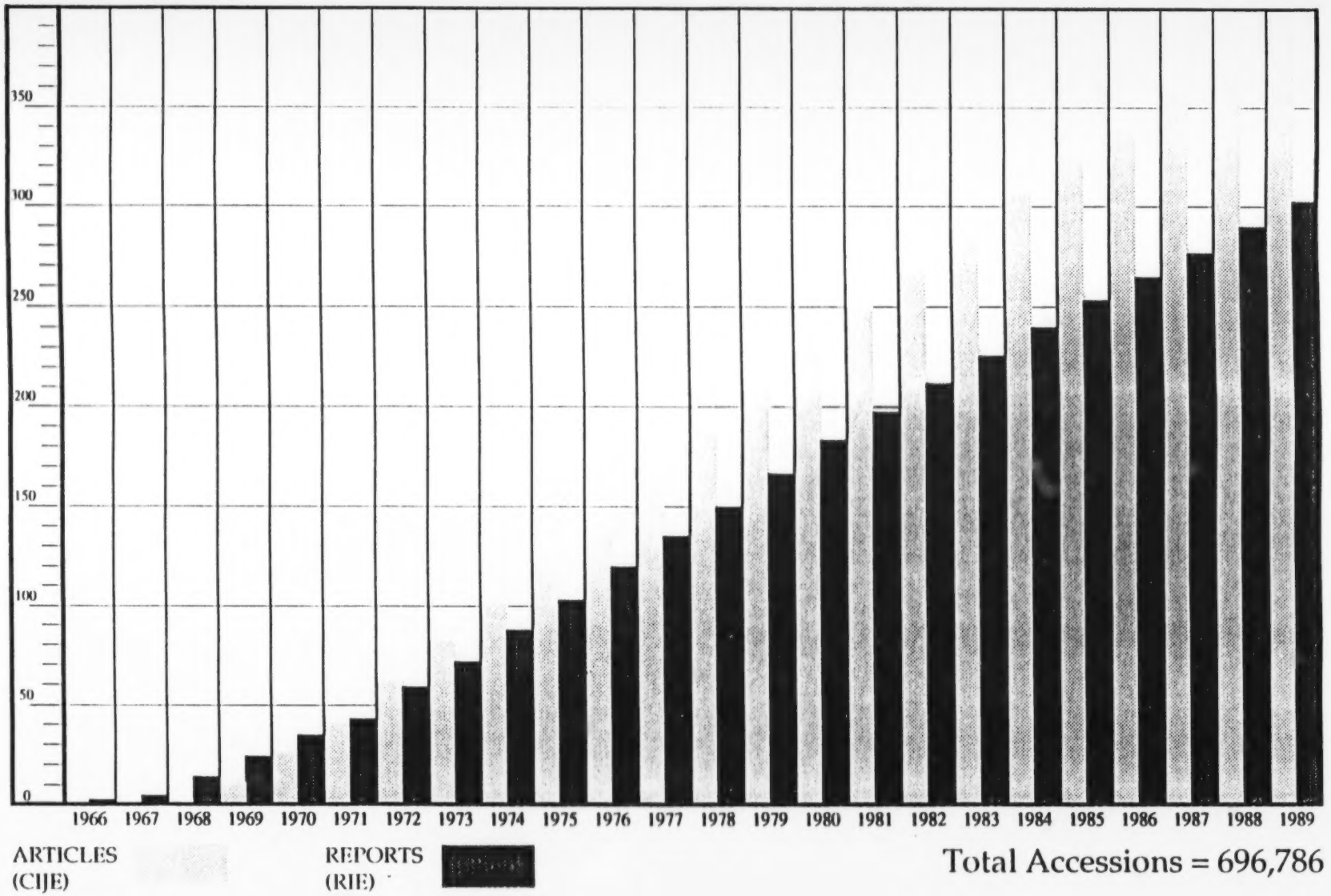
Attachment 9E
Page 1 of 1

1200

1199

ERIC Database File Growth

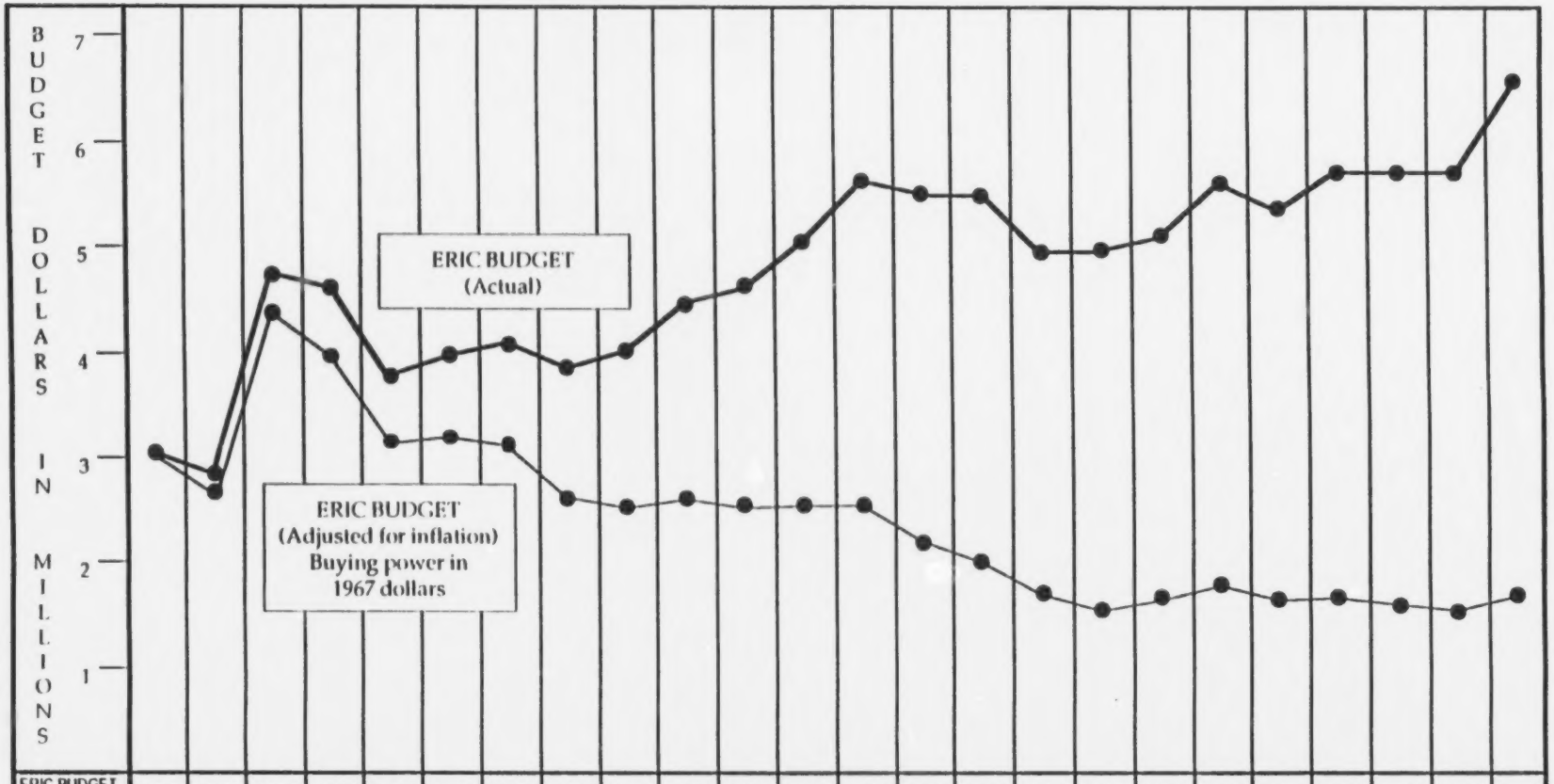
Resume Files



Total Accessions = 696,786

ERIC Budgets

(Actual & Adjusted for Consumer Price Index Inflation)

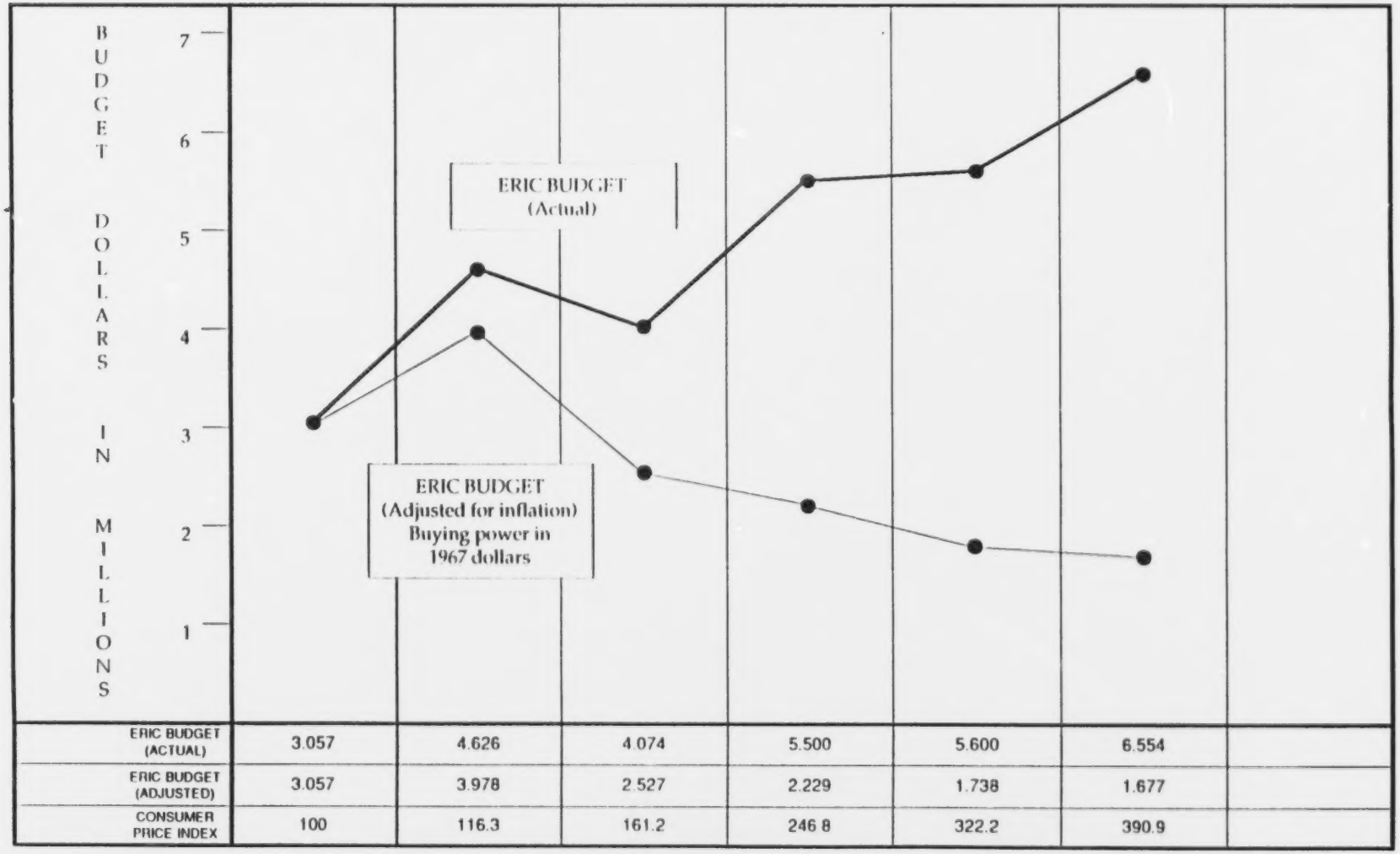


	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990
ERIC BUDGET (ACTUAL)	3.057	2.896	4.750	4.626	3.815	3.994	4.157	3.856	4.074	4.477	4.650	5.035	5.600	5.500	5.500	4.925	4.925	5.070	5.600	5.375	5.700	5.700	5.700	6.554
ERIC BUDGET (ADJUSTED)	3.057	2.779	4.326	3.978	3.145	3.187	3.123	2.616	2.527	2.625	2.562	2.578	2.576	2.229	2.019	1.695	1.569	1.630	1.738	1.637	1.662	1.593	1.522	1.677
CONSUMER PRICE INDEX	100	104.2	109.8	116.3	121.3	125.3	133.1	147.7	161.2	170.5	181.5	195.3	217.4	246.8	272.4	289.1	298.4	311.1	322.2	328.4	342.9	357.9	347.4	390.9

Attachment 9G
Page 1 of 1

ERIC Budgets

(Actual & Adjusted for Consumer Price Index Inflation)



	1967	1970	1975	1980	1985	1990	1995
ERIC BUDGET (ACTUAL)	3.057	4.626	4.074	5.500	5.600	6.554	
ERIC BUDGET (ADJUSTED)	3.057	3.978	2.527	2.229	1.738	1.677	
CONSUMER PRICE INDEX	100	116.3	161.2	246 8	322.2	390.9	

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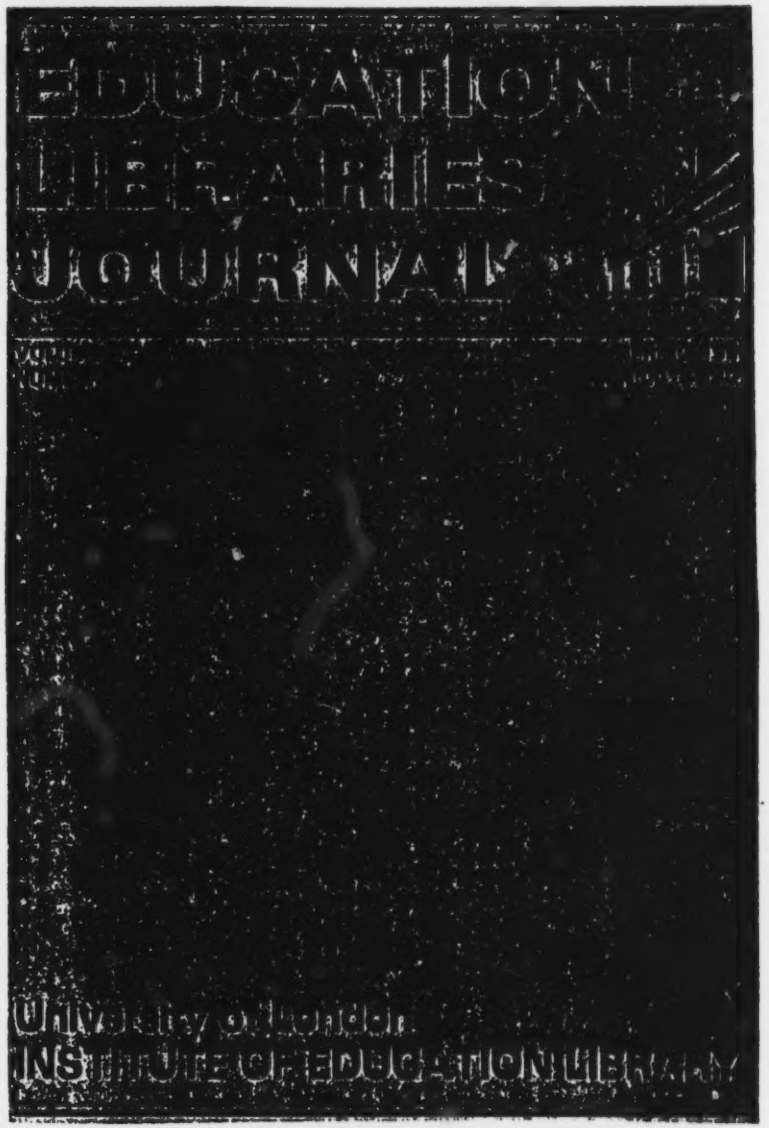

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THE BRITISH EDUCATION INDEX 1989 USER SURVEY: A REPORT OF RESULTS AND CONSIDERATION OF WAYS OF MEETING USER NEEDS

Phil Sheffield

ABSTRACT: The article presentds the results and considers the implications of a British Education Index *(BEI) user survey conducted in 1989. The survey was designed to help the BEI determine what developments could possibly be made within a self-financing environment and without compromising the future of the service or the subscriber's ability to afford it. Areas for consideration include extension of coverage of the online file and provision of information from additional materials by distant indexing.*

There are elements of masochism involved in conducting user surveys: at its most basic, undertaking additional work to encourage open criticism of one's efforts and generate more work; receiving less responses than one might hope for, seeing convictions confirmed, frustration set in and demands increase. The purposes of the *British Education Index* (BEI) survey were relatively modest: to ensure that there were no fundamental gaps in the service, to identify (or confirm) wider service improevements and to help prioritise realistic developments.

The results will inevitably be of more interest to the BEI staff than to those who were kind enough to spend time replying. My intention here, then, is not simply to reproduce results or give percentages, but to consider potential courses of action for the BEI in attempting to meet user needs as expressed in replies to the questionnaire. The article consists of 1) a brief report on survey results; 2) supporting comment and closer analysis and 3) possible solutions. My hope is that some of the suggestions or ideas will provoke further comment from readers of this journal: the group of people who probably use us most. Indeed, there are a number of direct questions.

A copy of the questionnaire was enclosed with 950 copies of the BEI mailed in August 1989. Index users were able to comment on five separate

issues: the BEI, the *British Education Thesaurus* (BET), the *British Education Theses Index* (BETI), the BEI/BETI online file, and CD-ROM possession. Questions relating to BETI are ignored here as the format preferences expressed were exclusively for internal consideration when production shifts to Leeds for 1991. At the beginning of January, 136 responses had been received, representing 15 countries and a response rate of 14%. The bulk of the response, predictably, was from UK countries (104 replies). It is assumed that absence of response can be explained in the usual terms: too little time; not considering viewpoints to be particularly useful (unfortunate when negatives can be at least as valuable as positive information); or leaving it too late (also unfortunate: the office is always open for enquiry or comment).

Basic results

Do you consider the subject/material coverage of the BEI to be satisfactory or unsatisfactory? Please state on range 1-3: 1 = satisfactory, 3 = unsatisfactory.

104 respondents expressed unqualified satisfaction (1) with BEI's coverage. Of the remainder 26 qualified satisfaction with comment. Only one respondent gave a mark of 3 without comment.

The Index *is producing procedural guidelines which might prove valuable to users and to providers of educational information. Within your organisation could you envisage a use for: indexing guidelines; cataloguing/record structure guidelines; online use assistance; none; other (please specify).*

In total, 77 respondents expressed interest in indexing, 77 in online (existing documentation has been mailed) and 26 in subject cataloguing guidelines. Four respondents asked for a photocopiable simple guide to *Index* use. Such a guide has been produced for evaluation and eventual general use.

Does your organisation possess and use the British Education Thesaurus*?*

55 respondents possessed a copy of the *British Education Thesaurus*; 80 did not; one did not comment.

For non-purchasers: the Thesaurus *has not been purchased because: purchase is still intended; the* ERIC Thesaurus *is used instead; the level of expenditure can not be justified at present; it is too expensive; it was not known to exist; other (please specify).*

The most popular reason for non-purchase was lack of resources: 'the level of expenditure cannot be justified at present' (27 replies). Rather alarmingly, 25 expressed ignorance of the existence of BET (leaflets have been included with copies of the BEI and announcements about BET have appeared in the Preface to the *Index* since the April-June issue for 1988: confirmation perhaps, of the level of interest in introductions). Fourteen respondents used the *ERIC Thesaurus* instead (half of them overseas institutions where terminological nuances important in Britain may not be as significant); nine said purchase was intended and one felt that it was too expensive.

For purchasers: How is the Thesaurus *used? (e.g. for retrieval of information from BEI or for record creation or indexing? Please give details).*

The bulk of use of BET is presently for retrieval from the printed and online *Index*, as might be expected, although there is evidence of a growing level of local indexing using the *Thesaurus*.

How did you find out about the Thesaurus*? (e.g. announcement in BEI, national bibliography etc.)*

The majority of users had found out about the *Thesaurus* from the BEI itself, either from information provided or through personal contact.

Does your organisation use the BEI DIALOG files?

72 respondents used the DIALOG file, 63 did not.

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For non-users: use of the service hsa not been made because: the organisation does not possess the necessary equipment; the file was tried and did not prove a useful resowce; the need has not arisen but the service will be used when it does; the service is too expensive; the service was not known to exist.

The most popular reason for not using the service was lack of necessary equipment (27 replies); 19 non-users said they would use the file when the need arose; 9 felt the service was too epensive; 8 claimed ignorance about the file's existence.

For users: which subfiles do you use most? BEI; BETI; both equally.

Use of the file concentrates on BEI: 44 users; 16 respondents used files equally.

How much online use of the files do you estimate on average per month? 1-30 mins; 30-60 minutes; 1 hour-2 hours; over 2 hours.

The bulk of file use is for short periods: less than 30 minutes a month (45 replies); 11 users at 30-60 minutes; 3 at 1-2 hours; 2 at over 2 hours.

Has use of online files changes your use of the printed Index? If yes, how? (e.g. has your own use, or that of others, decreased?)

40 DIALOG users had noted no real change in their use of the printed *Index*. Of the remainder making comment, 23 said use had changed (decreased), although patterns rather than volume of use seem to have changed most: institutional *staff* as opposed to *student* use has shifted to online rather than printed searches, for example. Only one respondent openly stated that they would be cancelling subscription as online use was more cost-effective, though realistically such attitudes will increase.

Does your organisation possess a CD-ROM player? Yes; No; No but purchase is envisaged/in hand.

70 respondents had CD-ROM drives; 17 envisaged purchase or had purchase in hand; 48 did not have drives.

If the BEI were available on CD-ROM would you recommend organisational purchase?

Over half of those commenting said they would recommmend purchase of a CD-ROM version of the BEI: 42 of those who already had a drive; 12 of those envisaging purchase of one.

Should a CD-ROM version of the BEI contain: BEI; BETI; BET (if all tick all)?

The most popular format for a CD-ROM was for BEI, BET and BETI together: 52 of 69 actual and potential drive holders who made comment.

How could the BEI improve the central or peripheral services to you? How could it best meet your developing and future needs?

The most popular subjects for comment were: coverage (15 replies, in addition to the 26 in direct response to the question on coverage), currency (10 replies - allied to frequency - 9 replies), the online service (10 replies), CD-ROM (18 replies) and indexing (12 replies). From the underlying intention of the questions and from topics raised in comments it seems reasonable to consider these five areas more carefully.

Coverage

Coverage could usefully be extended in a number of ways: by 'level' of material, by subject of material, by 'geographic' coverage, and by material coverage. Although actual numbers of comments in each of these categories is low it is assumed that they represent wider feeling and require closer consideration.

Five users perceived failings in the BEI's coverage of further education, four in vocational education and training. Leaving aside training which opens up a good number of issues in itself (not least the basic relationship of education, the BEI's provenance, to training), both further and vocational education fall very much within the BEI's remit. There is an invitation for users to propose addition of titles not covered. It is possible that the coverage of a number of journals in this field may not meet the

BEI's stated intention to index articles of *lasting* interest. Such journals could come into reckoning if policy towards the online file, as opposed to the printed *Index*, were to change (as outlined later below).

In addition, it is not always clear if the *Index* is being properly used where educational levels are concerned. It is wrong, for example, to assume that all references to articles about the higher education environment will necessarily be indexed under *Higher Education* in the published Subject List. References that do appear there will normally explicitly state their level in the title: in these cases the articles are specifically about education at the higher level (e.g. *Higher education in Australia*). The user interested in all aspects of higher education will also find relevant references under the related headings found in BET: *Universities, Universities and Colleges, Undergraduate Students* etc. (e.g. *French universities of tomorrow*) where *Higher Education* will be used as an 'educational level' term, suppressed from appearing in the printed Subject List but searchable on the online file (see *Using the British Education Index* in BEI and *Thesaurus Construction and Format* pxi in BET). Qualifying a DIALOG search on a specific topic (Mathematics Education for example) with *SS Mathematics Education and Higher Education* will include the term both as a 'level' term and a descriptor. The BEI's principle of advising going to the most specific search point first, *then* including level criteria, should be remembered in both cases. A surprising number of articles fail to give adequate indication of the level with which work is concerned.

Similar comment applies to subject coverage. Several respondents expressed a desire to see the inclusion of more reference in fields like drama and dance, and special educational needs. Specific titles which fall within the BEI's geographic area (the United Kingdom and, perhaps increasingly, Europe) and contain significant material should normally be covered. Journals of a more practical nature may have been excluded by the orientation of the *Index* (see concluding comments).

On the subject of geographic coverage, several replies mentioned American titles quite deliberately excluded by the BEI. There is already a level of duplication between ERIC and the BEI but this is apparently historically based and primarily of British titles covered by ERIC. The BEI

sees no value in duplicating work conducted by other information services (just as any document supply role is largely invalidated by the excellent interlending system in the U.K.). It seems wholly reasonable for American, Australian and Canadian education services to concentrate on materials specifically aimed at their own user bases, at least produced in their own countries. If there is room for geographic expansion, it would seem logical for the BEI to include otherwise neglected European material and users' comments on such an idea would be most welcome.

The one clearly definable and desirable refinement to the existing BEI record structure is an abstract. Although explicitly mentioned in nine replies, it is apparent that the desire is more widespread. Here, as with CD-ROM it should be stressed that the BEI staff is not blind to the desirability of such refinements: quite the opposite. Attempts are being made (and will be intensified) to include short abstracts in some records, perhaps by utilising existing abstracts rather than generating them internally, a very labour-intensive task. The BEI's life at Leeds has been characterisd by steady development based on consolidation using available resources (human and financial). Given that the essential service, the regular production of a printed and online guide to significant journal literature in education, cannot be compromised, it becomes a question of how to supplement the essential service with desired 'extras'. The educational community could feasibly help in this respect (see concluding comments on coverage and currency).

The *Index* has traditionally concentrated on periodical literature with odd excursions into other materials. Survey comments chiefly requested coverage of newspapers and of government/grey literature. Again, numerically these requests are small, smaller still, perhaps surprisingly, suggestions that monographs be scanned for inclusion (3 instances). If this scale of preference is realistic, the Index can begin to formularte ideas about how such materials can eventually be covered, perhaps by involving other services. Taking on additional materials with existing resources is possible of course, but addition of more references to published issues increases direct costs to subscribers and inevitably increases the time it takes for some material to appear in the *Index* (i.e. reduces the currency of published references) unless frequency of publication is increased.

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Currency and frequency

Information can never appear quickly enough. Levels of frustration and sometimes incomprehension at apparent production delays are understandable. But currency covers a number of things: the currency of material that appears in journals; the currency of materials when they arrive at the BEI office or at library centres used for journal scanning (Leeds University and, once a week, the British Library Document Supply Centre); the currency of material when it is added to the databaase of information (prior to final checking and release); the currency of material when it reaches the hands of a user. Of course it is the last one which concerns the reader most: the process that precedes that point is transparent, actually irrelevant. Leaving aside the currency of BEI material on DIALOG, a separate issue dealt with below, we are about to undertake a radical examination of production processes to investigate the possibility of producing the same (ideally more) information more regularly without needing to pass on excessive additional costs to subscribers (a fundamental consideration quite often overlooked by those wanting more information in any form): paper and postage costs for example, do not decrease with increased frequency.

It should be said in defence of the *Index* that it has never focused on current awareness, another reason for having excluded more ephemeral items now requested by some users. Most of the references in BEI may *date* but their relevance to an appropriate enquiry should not diminish.

BEI online

The most common complaint about the DIALOG file is its currency. Frequency of file updating is a function of the DIALOG service rather than the BEI's. The low volume of data involved (relative to other files) and the modest use of the file (relative to that of others, ERIC included) make justification of more frequent updates difficult. Ironically, this is another case where exploitation of the resource leads to its improvement: increased

use of the online file will most likely increase update frequency, just as additional subscription revenue increases internal resources and makes service improvements easier to implement.

Suffice it to say, the BEI favours more regular updates and the situation is being monitored. Users' comments will be referred to DIALOG but the value of direct contact by users with DIALOG's UK office should not be underestimated. The presence of ERIC files on DIALOG, the intended addition in time of Australian and Canadian education indexes and the core vocabulary they all share, make DIALOG an essential host for the BEI, but the intention is to explore other possible outlets to provide alternatives for users.

Other comments made about the file involved the incompatability of pre-1986 (PRECIS entries) to post-1986 (BET entries). Anyone familiar with the labour intensive nature of retrospective record (or catalogue) conversion will appreciate the difficulty of amending 32,000 PRECIS entries to comply with BET terminology. One hope is that the value of the file will increase as the volume of material indexed using BET increases and makes retrieval easier and more efficient.

CD-ROM

The enthusiasm for a CD-ROM version is undeniable, reasons for BEI's early hesitation purely financial. There are already clear instances of institutions not purchasing the *Index* on exclusively financial grounds. The cost of a CD-ROM was given as a rider in a number of otherwise enthusiastic responses. The 'right' price (i.e. low) for purchasers inevitably reduces royalty revenue to the *Index* from CD sales. An institution justifying the purchase of an expensive one-off item might be just as likely to cancel the paper subscription (however reluctantly) and to reduce any online searching it might conduct, affecting *Index* revenue quite directly. The major concern is to ensure that revenue losses are covered by CD sales for the foreseeable future and do not threaten the future of the service. As stated earlier it is not lack of awareness of the desirability of such developments that delays improvement, but concern that essential current

user needs continue to be met. With these factors in mind, the BEI is to explore CD-ROM to a decision in 1990.

Indexing

Five of the twelve respondents commenting on indexing complained of a lack of specificity. The BEI tries to be as specific as the document to hand: imprecision can lie in the article indexed, in the terminology used, or in the search. A number of articles are very general or may cover a lot of different topics but in a way where indexing all of them would actually misrepresent their relative importance. If a user is genuinely interested in all aspects of the *National Curriculum*, the abundance of references under that term really expresses the number of times it has been used significantly in the literature, rather than any imprecision in indexing. Where requirements are specific, the most economic search will begin at the most specific search point.

The number of terms used to describe an article can vary from one to twenty, averaging six or seven. A number of concepts of relatively minor significance in context may be omitted from index strings, although they should normally be conveyed by ('within') one or more of the terms selected. Often to index at greater depth might reflect the treatement rather than the actual subject of the article, the *Index*'s main aim. It might also apparently give greater significance to a topic than exists in the text itself. It could be that a long term move to 'major' and 'minor' descriptors, as in ERIC, would go some way to solving the problem though present resources make such luxuries impractical. Here, as with all of the points preceding, it should be remembered that salaried BEI staff consists of a full-time editor, half-time indexer and full-time clerical support for data input and subscription maintenance. Raising staffing levels to facilitate any desirable developments increases direct costs to subscribers; only cost recovery ensures service continuity.

Possible solutions

The suggestions that follow are neither ideals nor firm proposals, but rather considered ways of meeting some user needs without over-committing the *Index* or making unrealistic promises. Firstly, a summary of the improvements some users would like us to provide:

- documentation about indexing, cataloguing, online assistance;
- greater frequency of printed issues, more frequent updating of online files;
- improved currency of material in the Index;
- wider coverage of subjects and materials in the Index;
- the inclusion of abstracts in Index records;
- the production of a CD-ROM version of the *Index* (and *Thesaurus* and *Theses Index*).

Use of BET and provision of indexing and subject cataloguing guidelines (in preparation) to interested parties in the UK (and there were 16 and 18 respectively requesting such guidelines) should enable users to generate BEI-compatible records locally. Thus, if a library possesses, and is prepared to provide information from, materials not currently covered by the *Index*, it is possible that the *Index* office could act as a gateway (quality control, standardiser) for the addition of externally created records to the database. These records might be excluded from the printed *Index*, allowing the latter to expand within its own economic limitations to provide records according to its present remit. The online file could then develop into a more wide ranging source for educational information. So, some references would appear in the printed *Index* and online, some online only, but *all* would be retrievable online.

Information of a purely practical nature, or reviews or news items, could be identified on DIALOG, as educational/age levels and document types are at present, to make them in- or excludable in searches. Careful local management of such material at Leeds could allow for the possibility of future separate publication of cumulated material of a similar nature (where economics allowed). Addition of more material to the online file might strengthen the case for more frequent file updating. The BEI could

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itself produce some referrnces of this kind as amatter of course in scanning literature. Even abstracts could be provided in a similar way., Establishing a formal network and ensuring that efforts were not duplicated would take time but one suspects there would never be a masisive amount of information concerned (without more desirable involvements at institutional levels, also being investigated). In the longer term, it is conceivable that holdings could be broadcast. The feeling is that the printed *Index* should continue to concentrate on material of 'lasting interest'.

The *Index* is to approach a number (initially small) of mainstream journals to seek approval in principle for the shortened use of existing printed abstracts in BEI records, perhaps only online, perhaps in print too. Such arrangements could in time, then, improve the coverage, currency and frequency of online information.

Regarding publication frequency of the printed *Index*, one option is to investigate the possibility of publishing, say, one more issue a year with all part issues being produced at lower costs (lower *physical* quality) in an attempt to generate more information without incurring excessive material costs (and necessarily passing them on to the subscriber). The cumulation would retain its present lasting quality as a more 'permanent' object. It could be that lower quality production techniques (stapling rather than binding or smaller type size, for example) could also see the Index in users' hands more quickly. This could also improve currency of printed references (although an online service is the obvious place to look for currency, circumventing, as it does, the printing process which can always be subject to unwanted delays).

As regards CD-ROM, the Index is exploring the possible impact of production on subscription revenue to ensure continuation of the service. A good number of those in favour of a CD-ROM version of the *Index* expressed concern about the possible price of such a product. Such concerns are also being borne in mind.

It should be stressed that all developments, if accepted, will take time to implement and time before users benefit from them. It is also worth noting that this article has concentrated more on negative than positive comment. Where conflicting views exist, and they exist almost everywhere,

resolution is difficult and paths are muddied. Some users want articles indexed everywhere and others want more specific terms; some want issue sizes to double or treble and others beg for prices to be kept low. Satisfaction of conflicting desires for an international audience under economic restraints is a tight-rope act at best.

There are a number of matters raised here on which I would be grateful for the comments of readers and their colleagues:

- whether lower (*physical*) quality part issues of the BEI would be acceptable to librarians (and to users);
- whether the online file could usefully become a resource for material which might not normally qualify for inclusion in the printed index;
- whether the principle of provision of locally indexed materials for inclusion on the BEI database has any merit (more importantly whether individuals or organisations would be prepared to contribute such materials).

Phil Sheffield is Editor of the *British Education Index*.

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James E. Houston
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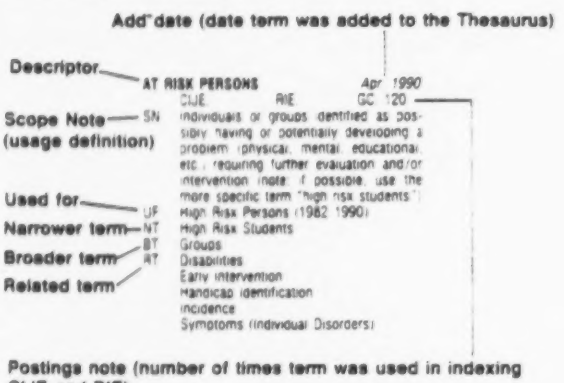
Add date (date term was added to the Thesaurus)
Descriptor
AT RISK PERSONS
Apr 1990
CIJE: RIE: GC: 120
Scope Note (usage definition)
SN individuals or groups identified as possibly having or potentially developing a problem (physical, mental, educational, etc.) requiring further evaluation and/or intervention (note: if possible, use the more specific term "high risk students")
Used for
UF High Risk Persons (1982 1990)
Narrower term
NT High Risk Students
Broader term
BT Groups
Disabilities
Related term
RT Early Intervention
Handicap Identification
Incidence
Symptoms (Individual Disorders)
Postings note (number of times term was used in indexing CIJE and RIE)

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June 15, 1990

Ted Brandhorst
ERIC Facility
2440 Research Blvd.
Suite 400
Rockville, MD 20850-3238

Dear Ted,

It is with a mixture of feelings that I am writing to inform you that, effective June 25, 1990, I have accepted a position as Product Manager in the Legal/Government group of DIALOG's Product Development division. From that date forward, I will no longer be handling your database on DIALOG.

Until a replacement has been found for my position, File 1, ERIC, will be in the capable hands of Sue Phan, my colleague in the General Reference group. She may be reached at 415/858-7094. You will also be contacted by my replacement when he/she is "on board." I, of course, will still be at DIALOG and available to assist during this period of transition, although we do not anticipate any difficulties.

It has been a great pleasure to work with you over the past years and rewarding to me to watch your database and the Education/Library Science area for which I have been responsible grow and develop. The move to another area offers me new and challenging opportunities about which I am very excited. At the same time, I shall miss my association with you and other suppliers with whom I have worked so long. I believe that together we have accomplished a great deal and hope that we will continue to have contact with from time to time.

Sincerely,

Dona W. Holloway

(Ms) Dona W. Holloway
Product Manager, Education & Library Science

cc: S. Phan
S. Skudneski

*** CIJE MONTHLY REPORT - JUL90 I.CIJE1 ***17:11.09 05 JUN 1990 PAGE NO 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	106	25	12	659
CG	141	10	0	994
CS	158	19	5	1082
EA	86	9	20	679
EC	153	13	0	928
FL	29	6	0	415
HE	119	14	0	804
IR	111	24	8	877
JC	5	1	0	136
PS	44	4	7	519
RC	35	5	4	215
SE	79	10	0	539
SO	79	12	0	767
SP	94	10	13	622
TM	50	8	0	390
UD	50	11	1	457
GRAND TOTALS	1329	181	70	10083

1225

1226

Attachment 13
Page 1 of 3

CIJE MONTHLY REPORT AUG90 I.CIJE2

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	95	25	11	754
CG	178	9	0	1172
CS	160	23	0	1242
EA	91	9	0	770
EC	177	21	0	1105
FL	89	15	2	504
HE	113	12	0	917
IR	233	63	8	1110
JC	14	3	0	150
PS	64	6	5	583
RC	49	12	2	264
SE	169	17	0	708
SO	119	17	0	886
SP	97	8	9	719
TM	20	4	0	410
UD	62	12	0	519
GRAND TOTALS	1730	256	37	11813

1223

1227

*** CIJE MONTHLY REPORT - SEP90 I.CIJE1 ***12 02 58 03 AUG 1990 PAGE NO 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	89	21	8	843
CG	139	13	0	1311
CS	205	25	0	1447
EA	78	10	1	848
EC	137	17	0	1242
FL	79	11	0	583
HE	30	5	0	947
IR	162	23	32	1272
JC	23	4	0	173
PS	90	5	0	673
RC	45	7	5	309
SE	203	26	15	911
SO	134	18	0	1020
SP	72	10	2	791
TM	70	15	1	480
UD	66	8	1	585
GRAND TOTALS	1622	218	65	13435

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MAY 1990

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AUSTRALIA

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WINSTON-SALEM, NC 27109-7777

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TALLAHASSEE, FL 32301

MS. DEPT. OF EDUCATION
EDUCATIONAL MEDIA SERV.
550 HIGH STREET
SILLIERS BLDG., SUITE 604
JACKSON, MS 39201

EAB ERIC® ADMINISTRATIVE BULLETIN

Volume: 14
Number: 9-12
Date: September-December 1990

Educational Resources Information Center, Office of Educational Research and Improvement, Washington, D.C. 20208

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APPENDIX: ERIC Acquisitions Arrangements (February-October 1990) **(Pull-Out)**

The *ERIC Administrative Bulletin* (EAB) is prepared by the ERIC Processing and Reference Facility on the basis of material submitted by all components of the ERIC system. EAB articles are reviewed and approved by Central ERIC before publication.

The EAB is intended to be the "journal" of the ERIC system and a major means for the decentralized components of ERIC to communicate and interact with one another. The EAB is also a permanent record reflecting most of the major events in the life of the ERIC system (such as personnel changes, Standing Order Customer changes, etc.) and providing in printed form essential documents (such as ERIC policy/priority statements, Clearinghouse scope statement modifications, *ERIC Processing Manual* revisions, etc.). Submissions to the *EAB* are to be sent (using the standard form) to your respective monitor.

ACTION ITEMS

CIJE SCHEDULE FOR 1991

Oryx Press has provided the 1991 Schedule for CIJE shipments by the Clearinghouses (see **Attachment 1.**) The schedule reflects the usual two five-week issues: January and July, and the usual two weeks (Thanksgiving and Christmas) when no shipments are scheduled.

...Magon Kinzie (Oryx)

ACCESS ERIC—CLEARINGHOUSE INFORMATION REQUEST TIMELINE

ACCESS ERIC makes periodic requests to the ERIC Clearinghouses throughout the year for the information necessary to update and revise ACCESS ERIC's various products. In order to provide as much advance notice as possible for these requests, ACCESS ERIC has put together a *Timeline* covering all currently anticipated requests (there are 8) for 1991 (see **Attachment 2**).

...Beverly Swanson (ACCESS ERIC)

ERIC DIGEST GUIDELINES PRESENTED IN DIGEST FORMAT

The ERIC Digest Guidelines, prepared by Central ERIC on the basis of the Product Task Force work, have been converted to Digest format, as a kind of test as to whether they are short enough and whether they can follow their own advice.

The result appears as **Attachment 3**. For appearances sake, we have dispensed with the outline numbering scheme and, of course, the guidelines don't carry any references, as most real Digests will. We are *not* implying that all ERIC Clearinghouse Digests should look exactly like this model, but they should at a minimum, contain all the information elements that the model contains.

...Bob Thomas (Central ERIC)

ERIC ACQUISITIONS ARRANGEMENTS (EAA)—UPDATE COVERING ADDITIONS AND CHANGES RECEIVED FEBRUARY-OCTOBER 1990

Included as an appendix to this EAB (for ease of removal) is the semiannual update of the *ERIC Acquisitions Arrangements (EAA)* list. This update includes all additions (new arrangements = 121), (changes = 78), and (deletions = 10) received by the Facility from February 1, 1990 through October 31, 1990. This update is a supplement to the EAA dated June 1990. Changes are indicated by underlining the changed data. In the case of deletions, the bolderization of the organization name has been removed and the word *Delete* inserted in the Note field.

Please check the entries pertaining to your Clearinghouse and let us know of anything that should be corrected.

...Gail Mathews (ERIC Facility)

OERI NEWS

INFORMATION SERVICES (IS) REORGANIZED BY ASSISTANT SECRETARY

On October 12, 1990, Christopher Cross, the Assistant Secretary of Education for Educational Research and Improvement, announced a planned OERI reorganization that basically will allocate IS functions to other existing units of OERI. ERIC, for example, will be assigned to the Office of Research (OR), headed by Milt Goldberg.

...Central ERIC

NETWORK NEWS

DONALD P. ELY REPRESENTS THE UNITED STATES AT INTERNATIONAL CONFERENCE

Representing the United States at an international conference on The Impact of Computer Technology on Culture, Donald P. Ely, Professor, Instructional Design, Development and Evaluation (IDD&E) and Associate Director of the ERIC Clearinghouse on Information Resources, was joined by leaders from Bulgaria, Chile, Korea, and the Soviet Union. The conference, held during the 32nd international conference of the Association for the Development of Computer-Based Instructional Systems in San Diego, California, October 28-November 1, was aimed at fostering cross-cultural exchange of experiences with computers in education. (See **Attachment 4.**)

...Donald P. Ely (IR)

NEWS FROM ERIC/RC—OUR *BREATHLESS, BREEZY* CORRESPONDENT SERVES UP A RICH BROTH OF INFORMATION

The Facility is constantly looking for *articles* for the EAB. Sometimes our correspondents resist thinking in unit *articles*. A wonderful example is that foremost of holistic thinkers Craig Howley of RC. His postcards from Appalachia are a real treat, even though at first we didn't know what to do with them. We have decided that they lose too much in translation. Therefore, we bring you the news from RC in its original form, a rich stew of flavorful prose, as only Craig knows how to brew (see **Attachment 5**).

...Ted Brandhorst (ERIC Facility)

SEARCHING AND RETRIEVAL

ERIC/EC *HEDGES* FOR SEARCHING SPECIAL EDUCATION AND GIFTEDNESS TOPICS ON ERIC AND ECER

Periodically, we like to reprint ERIC/EC's advice to searchers concerning searching both ERIC and ECER *(Exceptional Child Education Resources)* online. If you do any regular searching in the areas of the handicapped/disabled or gifted, these EC search aids (see **Attachment 6**) will be helpful.

...ERIC/EC

[Editor's note: A few entries on the EC listings are not reflective of the 12th ed. ERIC Thesaurus, i.e., "At Risk Persons" is now used in lieu of "High Risk Persons"; the descriptor "Noncategorical Education" is now indexed instead of the identifier "Noncategorical Special Education"; the identifier "Low Incidence Disabilities" is now posted as a descriptor.]

PUBLICATIONS

SO CLEARINGHOUSE CO-PUBLISHES BOOK ON JAMES MADISON AND *THE FEDERALIST PAPERS*

The SO Clearinghouse is proud to announce this major new ERIC Clearinghouse publication, written by John Patrick, the SO Director, and published in conjunction with two SO Partners, the National Trust for Historic Preservation and the National Center for America's Founding Documents.

The brochure announcing the publication appears as **Attachment 7.**

...John Patrick (SO)

ERIC/RC DEVELOPS SIX NEW NEWSPAPER *SLICKS*

ERIC/RC has generated six new short newspaper articles, formatted as *slicks* for ease of use by the target small newspapers (see **Attachment 8**). The titles are:

- ✓ Aren't Big Schools Better Than Small Schools?
- ✓ Shouldn't We Leave Schooling to the Professionals?
- ✓ Starve an Addict, Feed a Reader!
- ✓ What Can Parents Do to Help Their Children Write Well?
- ✓ Who Says Math is for Boys?
- ✓ Why Bother: Aren't We Too Poor to Send the Kids to College?

These articles are also available in Spanish-language versions.

...Todd Strohmenger (ERIC/RC)

CATALOG OF ERIC CLEARINGHOUSE PUBLICATIONS [IN-PRINT]—1991

ACCESS ERIC has announced the availability of the 1991 *Catalog of ERIC Clearinghouse Publications* [that are still in print and currently available from the Clearinghouses]. The *Catalog* lists nearly 500 titles, many available free. See **Attachment 9** for the full announcement.

...ACCESS ERIC

COMPLETE MICROFICHE INDEX TO RIE (24 YEARS) OFFERED BY EDRS

EDRS offers a complete COM'ed microfiche index to RIE, including Title Index, Author Index, Institution/Sponsor Index, Subject Index, and complete Descriptor and Identifier Indexes (including both major and minor terms). This index, available for under $100, is the cheapest available access to the ERIC database and is suitable for users without online or CD-ROM access. See **Attachment 10** for prices and how to order.

...EDRS

EDUCATIONAL INFORMATION TOOLS AND SYSTEMS, BY MICHAEL KEATING *(SCHOOL AND COLLEGE)* (AUGUST 1990, p. 7-8)

Both Sam Fustukjian, the ex-Director of ACCESS ERIC, and Charles Missar, a part-time lexicographer and indexer at the ERIC Facility, made presentations pertaining to ERIC at the 1990 Annual Conference of the Special Libraries Association (SLA). A brief summary of their remarks appears as **Attachment 11**.

...Ted Brandhorst (ERIC Facility)

ERIC IN A PARISH NEWSPAPER!

Paul Zurkowski, the former President of the Information Industry Association (IIA), is now in the business of publishing parish newspapers in the Washington Metropolitan area. His current stable of papers periodically features a *Careers in Information* supplement. Paul recently approached ERIC with an offer to devote an issue of this supplement to ERIC. The Facility has been working with Paul to provide him with the necessary information, graphics, etc. ACCESS ERIC has also assisted. **Attachment 12** is a copy of Paul's initial approach to describing ERIC in a parish newspaper!

...Ted Brandhorst (ERIC Facility)

PERSONNEL

MICHAEL B. EISENBERG AND DONALD P. ELY SWITCH ROLES

Reversing their previous roles, on September 1, 1990, Michael B. Eisenberg became Director of the ERIC Clearinghouse on Information Resources, while Donald P. Ely became Associate Director.

Dr. Eisenberg is also an Associate Professor in the School of Information Studies at Syracuse University with specialties in school library media and user-based information systems.

Dr. Ely also continues as a Professor and Chair of the Instructional Design, Development, and Evaluation Program in the School of Education at Syracuse University. He had served as the Director of the Clearinghouse since 1977, contributing greatly to the system through his leadership, creativity, and expertise in the field of educational technology.

We believe this is the first time in the ERIC system that Directors have switched roles. ERIC is fortunate that both will continue to *grace* the system, with Don continuing to contribute through his expertise and institutional memory, and Mike contributing new approaches and methods by utilizing his background in the library and information science areas.

...ERIC/IR

VIC FORTIN, EX-DIRECTOR OF EDRS, DIES OF HEART ATTACK (NOVEMBER 8, 1990)

Since 1984, Vic Fortin had been Project Director of EDRS at Computer Microfilm Corporation (CMC), where he worked since 1975. Vic had left CMC earlier this year. Previously, in 20 years with the Marine Corps, he had reached the position of Assistant Inspector General for the Defense Supply Agency, with the rank of Lieutenant Colonel. He instilled a strong organizational and managerial spirit at EDRS, where he is fondly remembered.

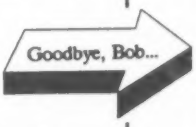
He died the evening of November 8, 1990 of a massive heart attack, without warning or earlier symptoms. He was a jovial, humorous and good-natured man, easy to work with, reliable, and a man of great integrity and honesty. He will be greatly missed by those who had the pleasure of working with him.

FORTIN, VICTOR GERARD
On Thursday, November 8, 1990, of Annandale, VA at Fairfax Hospital; husband of Dorothy A. Fortin; father of Elizabeth A. Boyd and son-in-law, Michael W. Boyd. Also survived by one granddaughter, Victoria Boyd. Graveside services and interment Tuesday at Quantico National Cemetery at 12 noon. Arrangements by DEMAINE SPRINGFIELD-ANNANDALE CHAPEL, Backlick and Edsall Rds., Springfield, VA.

...Neil Olonoff (EDRS)

BOB HOWE RETIRES FROM ERIC/SE AFTER 24 YEARS

The statement (displayed at right) sent by Bob to the ERIC Directors Meeting, October 17, 1990, speaks for itself:



This is the first ERIC Director's Meeting I have not attended in approximately 24 years. As several of you know, I am retiring from The Ohio State University at the end of December, and therefore, also from ERIC/SMEAC.

I have enjoyed the opportunity to have a part in developing the ERIC system and ERIC/SMEAC and the associations with the many outstanding staff members at our clearinghouse, other clearinghouses, Central ERIC, ERIC contractors, and personnel associated with the many unofficial members of the ERIC family, including the SOC's, state departments of education, intermediate districts, etc.

I could reminisce about many enjoyable and not so enjoyable times we have shared working to help keep ERIC alive, functioning, and growing. The fact you are meeting together today, over 24 years after ERIC was formed, attests to our successes in the past.

However, ERIC's emphasis needs to be on current and future challenges and opportunities. ERIC needs to become even more future oriented than it has been if it is going to provide for the needs of the many diverse groups of users and the increasing number of users. We need to take advantage even more than we have before of recent and continuing changes in technology. We need to take advantage of the increased value being placed on information by educators, business and industry, and governmental agencies and organizations. We need to take advantage of changes taking place within the Federal government. ERIC has made major impacts on education in the United States and in other nations, but ERIC needs to obtain the resources, programs, and technology to help it do more.

We have made and can continue to make a difference in educational research and programs and ultimately in people's lives. I am retiring in part to have some family and personal time; I am, however, retiring also to have more time for some projects, several that include ERIC, that I have not had adequate time for in the past. I have discussed several of these activities with many of you and will be in contact with you as things progress.

I am proud to have been a part of ERIC and the ERIC family and look forward to continuing associations with ERIC in future years. Please keep in contact and I'll do the same.

...Bob Howe (ERIC/SE)

INTERNATIONAL

CENTRAL ERIC RECOMMENDS USER CONFIGURATION TO AGENCY FOR INTERNATIONAL DEVELOPMENT (AID) FOR USE IN DEVELOPING COUNTRIES

Central ERIC met on September 18 with representatives of the Agency for International Development (AID) in order to explore ways in which ERIC resources could be provided to developing nations. The advent of CD-ROM systems provides new low cost possibilities that are intriguing to AID.

The meeting briefed the AID participants on ERIC resources, particularly CD-ROM access, and detailed the costs for various configurations (i.e., Beginning, Intermediate, Complete).

A memo from Bob Stonehill to Cliff Bloch of AID, dated September 28, 1990, summarizes the meeting and arrays the alternative configurations in any easy-to-review table, with costs distinguished as one-time or annual. (See **Attachment 13**). ERIC is hopeful that these discussions with AID will lead to pilot installations in several countries so that AID can evaluate the recommended configuration for even greater dissemination.

...Ted Brandhorst (ERIC Facility)

VISITORS

CENTRAL ERIC AND ERIC FACILITY VISITED BY TEAM FROM TAIWAN MINISTRY OF EDUCATION

On November 21, Central ERIC and the ERIC Facility were visited by a large team from the Taiwanese Ministry of Education. The visiting group had been announced as five individuals (see **Attachment 14**), but, when they arrived, consisted of those on the list, plus about ten additional students, interns, and staff. An interpreter translated the Facility's presentation into Chinese and fielded all subsequent questions. As is customary with the Chinese, they left behind an attractive artistic scroll as a gift for ERIC's hospitality.

...Ted Brandhorst (ERIC Facility)

VENDOR NEWS

DIALOG INTRODUCES AN EASY-TO-USE MENU-BASED VERSION OF ITS ONLINE SEARCH SOFTWARE

On November 5, 1990, DIALOG announced the availability of an easy-to-use menu-based version of its search system. DIALOG Menus (see **Attachment 15**) is designed to make searching easier for the end-user who is not an information professional. It offers menu-assisted access to over 220 DIALOG databases.

...DIALOG

DIALOG ANNOUNCES A NEW TELECOMMUNICATIONS OPTION FOR WESTERN EUROPE

One of the difficulties in the past about recommending online access to ERIC for foreign users was the telecommunications cost of online access to U.S-based computers. DIALOG recently took a step to mitigate that disadvantage by making an arrangement with TYMNET's Global Network Service (GNS) to service nine (9) western European countries (i.e., Belgium, Denmark, France, Italy, The Netherlands, Sweden, Switzerland, United Kingdom, Western Germany) with telecommunications connections to DIALOG (see **Attachment 16**) for only $12 per hour ($0.20 per minute). This is, of course, on top of the regular DIALOG connect charges. United Kingdom users can do even better by using DIALNET for $10 per hour).

...Pat Brown (ERIC Facility)

SILVERPLATTER INFORMATION RETRIEVAL SYSTEM (SPIRS), VERSION 2.0, TO BE AVAILABLE IN NOVEMBER/DECEMBER 1990

SilverPlatter is alerting all its customers (see **Attachment 17**) that Version 2.0 of its retrieval system will be distributed before the end of 1990. The alert is focused on the fact that Version 2.0 will require a hard disk and 640K of memory, as well as MS-DOS Extensions, Version 2.0 or higher.

...Pat Brown (ERIC Facility)

MICROMEDIA TO ADD ERIC RECORDS OF CANADIAN ORIGIN

Micromedia, the vendor now in control of the *Canadian Education Index* (CEI) has requested ERIC's permission to include on their projected CD-ROM product all ERIC records for documents/articles *of Canadian origin.* See **Attachment 18** for a copy of their request, together with interesting counts of how many Canadian items they found in various spans of time.

...Ted Brandhorst (ERIC Facility)

ORYX PRESS PROVIDES NEW CIJE BROCHURE FOR 1991

Oryx Press has provided the ERIC network components with copies of a new CIJE brochure for 1991. A copy can be seen as **Attachment 19.** Additional copies are available from Oryx.

...Magon Kinzie (Oryx)

1991 CIJE SCHEDULE

1991 Monthly CIJE Issue	B1 Tues CH to Fac	B1 Thurs Fac to Oryx	B2 Tues CH to Fac	B2 Thurs Fac to Oryx	B3 Tues CH to Fac	B3 Thurs Fac to Oryx	B4 Tues CH to Fac	B4 Thurs Fac to Oryx	Tues CH to Fac	Thurs Fac to Oryx
Jan*	9/11	9/20	9/18	9/27	9/25	10/4	10/2	10/11	10/9	10/18
Feb	10/16	10/25	10/23	11/1	10/30	11/8	11/6	11/15		
Mar	11/13	11/29	11/27	12/6	12/4	12/13	12/11	12/20		
Apr	12/18	1/3	1/2	1/10	1/8	1/17				
May	1/15	1/24	1/22	1/31	1/29	2/7	2/5	2/14		
Jun	2/12	2/21	2/19	2/28	2/26	3/7	3/5	3/14		
Jul*	3/12	3/21	3/19	3/28	3/26	4/4	4/2	4/11	4/9	4/18
Aug	4/16	4/25	4/23	5/2	4/30	5/9	5/7	5/16		
Sep	5/14	5/23	5/21	5/30	5/28	6/6	6/4	6/13		
Oct	6/11	6/20	6/18	6/27	6/25	7/5	7/2	7/11		
Nov	7/9	7/18	7/16	7/25	7/23	8/1	7/30	8/8		
Dec	8/6	8/15	8/13	8/22	8/20	8/29	8/27	9/5		

This schedule reflects the two weeks (Thanksgiving & Christmas) when no tapes are rcvd. at Oryx.

* = 5 week issues

ATTACHMENT 1
Page 1 of 1

ACCESS ERIC - Clearinghouse
Information Request Timeline

Products	**Clearinghouse input needed by:**	
ERIC Users' Interchange		
submission of news, price changes, new services,search techniques, etc.	Issue 2	12/03
Directory updates		
- Partners Directory		
requests for new and current partners		11/16
- ERIC Partner Policy & Procedure Manual		
request comments		10/18
A Pocket Guide to ERIC		
request for updates		11/12
All About ERIC		
request for updates to text		12/11
ACCESS ERIC Brochure		
suggested changes and/or updates		1/07/91
The ERIC Review (One or more Clearinghouses will be asked to write lead article)		
Issue 3 - Parental Involvement		11/30
Digests or research summaries - Research in Action column;		
2-3 new titles from each Clearinghouse - New Titles in Education column (include author, order #, price, 3-sentence write-up, publication date);		
New product/service announcements - For Your Information column;		
News of interest to teacher, administrators, policymakers, i.e. adjunct clearinghouse		
Issue 4 - School Readiness		1/16/91
Same as above		
Media Package Mailings (3 mailings)		
news of interest to education writers/editors across the country		1/03/91
(Coordinate with Diane Loulou before sending materials)		2/26/91
Conclusion Brochures		
Several Clearinghouses will be solicited for editing of brochures; lead time will be given		

CLEARINGHOUSE NAME, ADDRESS, AND TELEPHONE NUMBER DISPLAYED HERE

ERIC DIGEST

August 30, 1990

EDO-AA-90-01

ERIC DIGEST GUIDELINES

INTRODUCTION

The purpose of these Guidelines is to assist the Clearinghouses in meeting the requirements for form, style, and content in the production of ERIC Digests. These Guidelines will facilitate the production of printed Digests, their processing for the ERIC database, and their conversion for the full-text ERIC Digests Online (EDO) file.

DESCRIPTION OF ERIC DIGESTS

Digests are short reports (1,000-1,500 words, on one or two pages) providing a basic introduction and overview, together with major pertinent references, on topics of prime interest to educators. While the Digests are targeted specifically to teachers, administrators, policymakers, and other practitioners, they are also intended to be useful to the broad educational community. The content of a Digest should be substantive, informative, and based on well-documented sources.

Types of Digests

Although Digests are an identifiable product line, it is possible to distinguish several different types that address specific audiences and/or purposes. When developing Digests, Clearinghouses may wish to consider the following types:

- *Overview*--An overview Digest serves as an *introduction to a topic*. Its audience is individuals, whether professional or general, who wish to acquire introductory information on the topic treated in the Digest.

- *Fact Sheet*--A fact sheet Digest provides *current information of a factual nature related to a topic*. As appropriate, it also interprets and discusses the facts presented. Its primary audience is policymakers, administrators, and other decisionmakers.

- *Issue*--An issue Digest *defines and describes a controversial topic*. It does not resolve controversies in the literature or in practices, but it delineates the various perspectives related to the topic. Its primary audience is individuals, who wish to become informed about alternative perspectives on educational issues.

- *Practice Application*--A practice application Digest *provides specific, concrete examples of how practitioners can apply research results in practical settings*. Its primary audience is educational practitioners.

- *Research Findings*--A research findings Digest *reports on the current status of research in an area*. It summarizes and synthesizes recent findings from relevant research. Its primary audience is those individuals who wish to become informed about research findings, e.g., researchers, graduate students, policymakers, administrators, and teachers.

- *Synopsis of Syntheses Papers*--A synopsis of syntheses papers Digest *summarizes one or more existing review and synthesis publications*. This type of Digest is based on one primary publication, which is itself a review and synthesis of many publications.

It is important to remember that these types are not necessarily mutually exclusive. For example, although a Digest may be primarily an overview, it may also contain elements of a fact sheet. The type of Digest need not be specified in the Digest itself.

Formatting Digests

The following format requirements are to be followed, unless exceptions have been specifically approved by the appropriate Clearinghouse Project Monitor:

(1) **Length**–1,000 to 1,500 words on pages 8-1/2" by 11" in size. This length will generally result in a single sheet, with text on front and back;

(2) **Style**–One of the following styles is recommended: (a) question-and-answer format, or (b) text divided by 3-6 major headings/subheadings.

Other stylistic considerations--(1) The introductory paragraph should explain what the Digest is to cover; (2) Digests should be written in clear, concise, informative sentences; (3) Lists are recommended in order to break up the text and create white space; lists may be set off with numbers, asterisks, or dashes/hyphens; (4) Lengthy quotations should be avoided; succinct paraphrases are preferable to long quotations; (5) Charts, tables, figures, and graphs should

generally be avoided. [If a Digest contains charts, tables, figures, or graphs, they must be removed from the online versions and text substituted for the visual information.]

3. **References**--The number of references depends on the individual Digest topic, but 6-10 references are generally sufficient. References should include ERIC resources along with other works. ED or EJ numbers must be cited for items in the ERIC database. References may include related ERIC Digests, but relationships among Digests should be made clear in the text. Major points or direct quotes should be referenced in the text using a consistent style, such as Chicago or APA. for example, in Chicago style--(Miller 1988) or (Walstad and Soper 1988, p.10).

4. **Design**--*Type Size*should be large enough to ensure readability, e.g., 9- or 10-point minimum. Excessively small type just to meet page constraints must be avoided.

   Paper Color--White is preferred for good contrast with the ink, because further reproduction of Digests by users is encouraged. The copy sent to the Facility for microfiching must be a good copy with good contrast between paper and ink. Colored paper may be used for distribution or display copies, if desired.

   Ink Color--Black ink is preferred.

   Paper Size--8-1/2" by 11" ONLY

   Masthead--It is recommended that a standard, systemwide masthead design be chosen from existing or adapted designs. The masthead *must* contain: (1) the Words "ERIC Digest"; (2) The Title of the Digest; (3) Author's Name; (4) ERIC Clearinghouse's Name and Address; (5) Official ERIC Logo; (6) EDO number; and (7) Date of Digest.

5. **Numbering**--The ERIC Technical Steering Committee recommendation for Digest numbering must be followed: EDO–Clearinghouse designation–publication year–individual Digest number e.g., EDO-HE-90-5. The EDO number must be placed on the front page as part of the masthead.

6. **Date of Publication**--Digests must show a clear date of publication (e.g., May 1990) which must be placed on the masthead. If a Digest is being re-issued, the date should be recorded as "Revised May 9, 1989" (if changed) or "Reprinted May 9, 1989" (if reprinted without changes).

7. **Disclaimer**--The standard disclaimer statement must appear on every Digest, preferably at the bottom of the second page, and be stated as follows:

   This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract number [place here the current contract number. e.g., RI88062001.]. The opinions expressed in this report do not necessarily reflect the position or policies of OERI or the Department of Education.

8. **Online vs. Print**--Special type fonts, sizes, and devices such as bold and italics, contribute to the readability of printed copies. However, they cannot be translated to online or CD-ROM versions. In online versions, capital letters or quotation marks should be substituted for italics or underlining.

9. **Other Requirements**--Include a statement that Digests are in the public domain and may be freely reproduced; include EDRS ordering information when space permits; include cosponsorship information, if appropriate. The Clearinghouses must submit each Digest to the ERIC database as soon as it is produced or published. For relevant information about processing Digests into the database, refer to Section 9 of the *ERIC Processing Manual*.

The Review of Digests

The Clearinghouse must review each Digest it produces or coproduces. Besides its own internal review, the Clearinghouse must have two external reviews by subject-matter experts. Simultaneously with its external reviews, the Clearinghouse must send a draft of the Digest to the program monitor in Central ERIC for a similar review. The Clearinghouse must allow fifteen working days from the date of receipt in Central ERIC to allow the program monitor to review and return the corrections to the Clearinghouse. If the Clearinghouse receives no comments from Central ERIC within the 15-day limit, then the Clearinghouse can assume that the draft is approved. In its review process, however, Central ERIC may request and receive an extension of the 15-day period, if the review takes longer than anticipated.

ERIC Digests are in the public domain and may be freely reproduced.

ERIC

Educational Resources Information Center

This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education under contract number XXXXX. The opinions expressed in this report do not necessarily reflect the position or policies of OERI or the Department of Education.

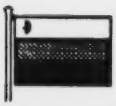
"The Impact of Computer Technology on Culture"

INTERNATIONAL TRACK

Association for the Development of Computer-based Instructional Systems
Wednesday, October 31, 1990
8:30 AM - 6:30 PM, Adobe Meeting Room
Town & Country Hotel, San Diego, California, USA

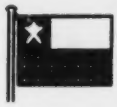
Five noted speakers will address the topic of "The Impact of Computer Technology on Culture" during this special international track. The track is co-sponsored by Sun MicroSystems, Inc., the Center for the Design of Educational Computing (CDEC) at Carnegie-Mellon University, and the International Relations Committee of ADCIS.

8:30 AM - 8:40 AM Welcome and Introduction
Co-Chairs: Robert Cavalier, CDEC, Carnegie Mellon University, USA; and Thomas C. Reeves, College of Education, The University of Georgia, USA



8:40 AM - 9:30 AM Impact of Computing on Culture in Bulgaria
Speaker: Dr. Ivan Stanchev, Director, Research Center for Educational Informatics, Bulgarian Academy of Sciences, BULGARIA

9:40 AM - 10:30 AM Impact of Computing on Culture in Chile
Speaker: Dr. Fidel Otieza, Director, Educational Technology Center, University of Santiago, CHILE

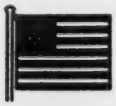


10:30 AM - 11:00 AM Refreshment Break
11:00 AM - 2:00 PM General Sessions of the ADCIS Conference

2:00 PM - 2:50 PM Impact of Computing on Culture in Korea
Speaker: Dr. Unna Huh, Director, Center for Educational Computing, Han Yang University, KOREA

3:00 PM - 3:30 PM Refreshment Break

3:30 PM - 4:20 PM Impact of Computing on Culture in the USA
Speaker: Dr. Donald P. Ely, Director, ERIC Clearinghouse on Information Resources, Syracuse University, USA



4:30 PM - 5:20 PM Impact of Computing on Culture in the USSR
Speaker: Dr. Alexei Semenov, Director, Institute for New Technologies, Soviet Academy of Sciences, USSR

5:30 PM - 6:30 PM Panel Discussion

Special Thanks for Generous Support to

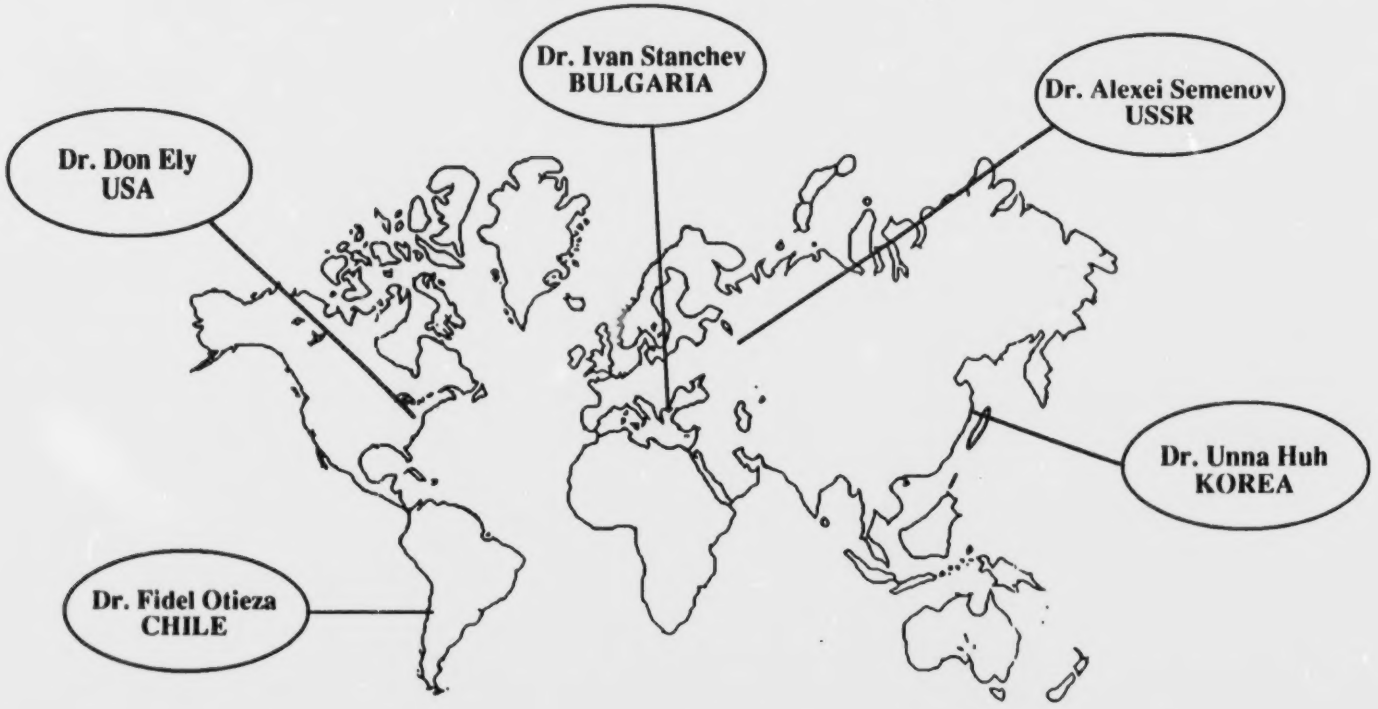
SUN MICROSYSTEMS, INC.

"The Impact of Computer Technology on Culture"

ADCIS International Track
Supported by

SUN MICROSYSTEMS, INC.

Wednesday, October 31, 1990
8:30 AM - 6:30 PM
Adobe Meeting Room, Town & Country Hotel
San Diego, California, USA



ERIC Clearinghouse on Rural Education and Small Schools
CRESS

October 10, 1990

Ted Brandhorst
ERIC Processing and Reference Facility
ARC Professional Services Group
Information Systems Division
2440 Research Boulevard
Suite 400
Rockville, Maryland 20850-3238

Dear Ted:

We've got a few tidbits for the EAB, as follows:

From September 21 to 24, RC hosted seven Jordanian visitors (four administrators, a professor of educational administration, and two translators) participating in a USIA exchange program. Todd coordinated the activities and accompanied our guests to Richmond, where the group met with the Governor and the Secretary of Education; to rural Southside Virginia, to meet students and faculty in a rural library network; and to various sites in Charleston, including a meeting with the Secretary of Education and the Arts and Department of Education Officials. Officially "Jordanian," two of the group were Palestinians, and two were expatriate Egyptians (I think). The visitors knew about ERIC, and learned more. Staff performed searches, plied pubs, and discussed issues (the visitors wanted to learn more about American Indian education). ERIC documents, by the way, are available in Jordan through one of the universities. The professor noted that schools of education rely on North American educational research. This situation did not strike them as cultural imperialism, but then, they did point out to us how short is Jordan's history as a nation. Pan-Arab sentiment was strong among our guests, and current national boundaries seemed to them an artifact of British rule.

If the suggested theme topics for The ERIC Review came your way, you've probably asked yourself, "What absolute turkey (or clever provocateur) commended 'controlled vocabulary' to ACCESS ERIC?" Neither Dr. Swanson nor Ms. Coulter liked the idea, much. But we at RC don't give up easily. Gary and Craig are working on an article (with those regression models and one-way ANOVAs so common nowadays in the popular media) relating structural features of the thesaurus to postings. Problem is, LISA's been down, and we can't do the literature review it occurs to us we might just need in order to interest People magazine.

ERIC/CRESS • Appalachia Educational Laboratory • 1031 Quarrier Street • P.O. Box 1348 • Charleston, WV 25325
800/624-9120 (outside WV) • 800/344-6646 (in WV) • 347-0400 (Charleston area) • FAX number 304/347-0487
AEL is an affirmative action/equal opportunity employer

The directors got to see it in October. This report is for everyone else. Todd has developed a videotape introducing ERIC on CDs to elementary and secondary educators. It shows ways ERIC has been used to help faculty, administrators, and students; we're talking high-school kids here. The tape's only purposes are to suggest to local teachers and administrators that (1) if they have ERIC, they'll use it; and (2) that using ERIC will make a difference. One thing the tape doesn't feature is information overload. Todd speaks of the existing tape as a "prototype," but we've been using it in the field. For this audience, it works well in its present form. It may now (following the directors' meeting) be available for use by other parts of the ERIC system.

As I write, Todd is presenting a workshop to staff of the Regional Educational Laboratories at the National Rural Education Association annual meeting. Billed as a "trainer-of-trainers" workshop, materials include a draft presenter's manual and a participants manual, transparency masters, and (not surprisingly) the aforementioned videotape. Eventually, Todd hopes to include a videotaped search. The presenters' manual advises that presenters (1) be experienced and enthusiastic ERIC users and (2) get hardware and software so they can tailor workshop demonstrations to audience requests. Todd just called to say that he had successfully badgered the Northwest Lab (as you may recall, they let their fiche subscription lapse) into attending the workshop. He hopes to show Northwest the error of its ways.

The joint RC/UD publication on at-risk students (featuring all those at-risk pubs you nominated earlier this year) is nearing completion. The bibliography and index are finished; the two essays (one by TC's Aaron Pallas; and the other by PDK's Jack Frymier and Neville Robertson) are undergoing final edits. Collaboration takes extra effort, but a project like this one isn't possible otherwise. Thanks, Wendy, for your (possibly better) half of this effort.

I could go on in this vein, but this ought to suffice for now. Keep putting up reminders on MultiLink when material from the clearinghouses gets thin. I know it's not rational (not to mention a pain for you all), but I respond better to occasional prompts. Any plodding plan to send stuff regularly to the EAB is more than I can manage to follow (No! Not another plan!). Besides--these little announcements require a kind of breathless breeziness (oh, the oxymoron!) and can't be planned.

Sincerely,

Craig B. Howley
Codirector

CH\ds(0762)
Enclosures

cc: Todd Strohmenger

THE COUNCIL FOR EXCEPTIONAL CHILDREN

SEARCH AID 1

Searching ERIC and ECER Disabilities Descriptors on DIALOG

This database search aid lists the terms concerning special education that are used frequently in subject-indexing materials entered in the ERIC and ECER databases. These terms are recommended for use in "search saves" to facilitate quick and consistent searching of topics relating to special education and giftedness. See the Thesaurus of ERIC Descriptors for a complete list of the descriptors used in both ERIC and ECER.

The special education materials in the ERIC database include journal articles and the unpublished professional literature, such as reports, curriculum guides, etc. The materials in the ECER database include books, dissertations and a wider selection of the special education journal literature. Both databases are available online through the Dialog and BRS search services. Online searches can be obtained through most large libraries and educational resource centers and through CEC Information Services. For more information on searching ERIC and ECER, call CEC at 703-620-3660 and ask for an Information Specialist.

In the following lists you can assume that each term is used in the descriptor field on both ERIC and ECER unless it carries the suffix "ID" or "IF". "ID" and "IF" mean that the term will appear in the identifier field; identifiers are subject-indexing terms that are not covered in the Thesaurus. The suffixes "DE", "DF", "ID", and "IF" are used according to DIALOG's searching rules. That is, "DE" will retrive multi-word descriptors containing the word in question, and "DF" will restrict your search to the single-word descriptor, while "ID" and "IF" discriminate between multi-word and single-word identifiers. The suffix "DE,ID" is used with those terms that were once identifiers but have been added to the Thesaurus and are now descriptors. Other DIALOG searching commands (such as "(w)", for immediate proximity, and "?", for truncation) are also shown with some terms to facilitate searching.

1920 ASS[illegible]ION DRIVE
RESTON, VIRGINIA 22091 (703) 620-3660 (Voice/TDD) FAX: (703) 264-9494

General Search

This short list will be helpful when you want an overview, a general search on special education, or a search on all disabilities, rather than a search on a particular disability or subject area.

Disabilities/DE,ID
Disabled/DE
Disorders/DE
Emotional Disturbances
Exceptional/DE
[also includes giftedness]
Handicap?/DE
Impairments/DE
Retardation/DE
Special(w)Education/DE

Disabilities

Adventitious Impairments
Amputations/DE
Aphasia/DF
Articulation Impairments
Attention Deficit Disorders
Autism/DF
Behavior Disorders
Behavior Problems
Blindness/DF
Cerebral Palsy
Cleft Palate
Closed Head Injuries/ID
Communication Disorders
Congenital Impairments
Deaf Blind
Deafness/DF
Delayed Speech
Developmental Disabilities
Downs Syndrome
Dyslexia/DF
Emotional Disturbances
Emotional Problems
Head Injuries/ID
Hearing Impairments
Homebound/DE
Hyperactivity/DF
Language Handicaps
Learning Disabilities
Learning Problems
Mental Retardation
Mild Disabilities
Mild Mental Retardation
Minimal Brain Dysfunction
Moderate Mental Retardation
Multiple Disabilities
Neurological Impairments
Neurosis/DF
Partial Hearing
Partial Vision
Perceptual Handicaps
Physical Disabilities
Reading Difficulties
Severe Disabilities
Severe Mental Retardation
Slow Learners
Speech Handicaps
Spina Bifida
Stuttering/DE
Technology Dependence/ID
Visual Impairments
Ventilator Dependence/ID
Voice Disorders

Giftedness

Academically Gifted
Creative Thinking
Creativity/DE
Gifted/DE
Gifted Disabled
Gifted Disadvantaged
Talent/DE

RELATED TERMS

Education

Adapted Physical Education
Auditory Training
Compliance (Legal)
Curriculum Based Assessment/ID
Early Intervention/DE,ID
Education(2w)Handicapped(w)Children(w)Act/ID
[used for P.L. 94-142]
Education(2w)Handicapped(1w)Amendments(w)1986/ID
[used for P.L. 99-457]
Education Work Relationship [used for School-to-Work Transition]
Exceptional Child Research
Handicap Identification
High Risk Persons [use with Children or Young Children for "children at risk"]
High Risk Students
Individualized Education Programs
Individualized Family Service Plan/ID
Intervention/DF
Low Incidence Disabilities/ID
Mainstreaming/DF
Noncategorical Special Education/ID
Regular "and" Special Education Relationship/DE,ID
Also use: Regular(w)Special(w)Education/ID
Regular(w)Education(w)Initiative/ID
Sensory Training
Special Education Teachers
State Standards
Transitional Programs [used for any age or educational level]

Health and Psychology

Acquired Immune Deficiency Syndrome/DE,ID
Aggression/DF
Alcohol Abuse
Alcoholism/DF
Allergy/DF
Anorexia Nervosa
Asthma/DF
Bulimia/DF
Cancer/DF
Child Abuse
Chronic Illness
Communicable Diseases
Depression (Psychology)
Developmental Psychology
Diabetes/DF
Diseases/DF
Drug Abuse
Drug Addiction
Emotional Adjustment
Fetal Alcohol Syndrome
Health Needs
Heart Disorders
Hospitalized Children
Hypertension/DF
Injuries/DF
Interpersonal Competence
Medically(w)Fragile [free text & ID]
Mental Disorders
Neurology/DF
Neuropsychology/IF
Neurosis/DF
Obesity/DF
Psychosis/DF

Health and Psychology (continued)

Residential Care
Respite Care
Rubella/DF
Schizophrenia/DF
School Phobia
Seizures/DF
Self Destructive Behavior
Sexual Abuse
Sickle Cell Anemia/ID
Special Health Problems
Substance Abuse
Verbal Abuse/ID

Other Disability-Related Terms

Accessibility (for Disabled)
Adaptive Behavior (of Disabled)
Assistive Devices (for Disabled)
Augmentative Communication Systems/ID
Communication Aids (for Disabled)
Competitive Employment (Disabled)/ID
Daily Living Skills
Deaf Interpreting
Deinstitutionalization (of Disabled)
Group Homes
Handicap Discrimination
Independent Living
Labeling (of Persons)
Normalization (Handicapped)
Prostheses/DF
Rehabilitation/DF
Self Care Skills
Sheltered Workshops
Sign Language
Supported Employment/ID
Supported Work Programs/ID
Wheelchairs/DF

RELATED TERMS

Education

Adapted-Physical-Education
Auditory-Training
Compliance-Legal
Curriculum adj Based adj Assessment.ID.
Early-Intervention
Education adj Handicapped adj Children adj Act.ID.
[used for P.L. 94-142]
Education adj Handicaped adj Amendments (1986).ID.
[used for P.L. 99-457]
Education-Work-Relationship [used for School-to-Work Transition]
Exceptional-Child-Research
Handicap-Identification
High-Risk-Persons [use with Children or Young Children for "children at risk"]
High-Risk-Students
Individualized-Education-Programs
Individualized adj Family adj Service adj Plan.ID.
Intervention.DE.
Low adj Incidence adj Disabilities.ID.
Mainstreaming.MJ,MN.
Noncategorical adj Special adj Education.ID.
Regular with Special with Education with Relationship.DE,ID.
Also use: Regular with Special with Initiative.ID.
Regular with Special with Education.ID.
Sensory-Training
Special-Education-Teachers
State-Standards
Transitional-Programs [used for any age or educational level]

Health and Psychology

Acquired-Immune-Deficiency Syndrome
Aggression.MJ,MN.
Alcohol-Abuse
Alcoholism.MJ,MN.
Allergy.MJ,MN.
Anorexia-Nervosa
Asthma.MJ,MN.
Bulimia.MJ,MN.
Cancer.MJ,MN.
Child-Abuse
Chronic-Illness
Communicable-Diseases
Depression-Psychology
Developmental-Psychology
Diabetes.MJ,MN.
Diseases.MJ,MN.
Drug-Abuse
Drug-Addiction
Emotional-Adjustment
Fetal adj Alcohol adj Syndrome.ID.
Health-Needs
Heart-Disorders
Hospitalized-Children

Health and Psychology-Continued

Hypertension.MJ,MN.
Injuries.MJ,MN.
Interpersonal-Competence
Medically adj Fragile.ID.
Mental-Disorders
Neurology.MJ,MN.
Neuropsychology.ID.
Neurosis.MJ,MN.
Obesity.MJ,MN.
Psychosis.MJ,MN.
Residential-Care
Respite-Care
Rubella.MJ,MN.
Schizophrenia.MJ,MN.
School-Phobia
Seizures.MJ,MN.
Self-Destructive-Behavior
Sexual-Abuse
Sickle adj Cell adj Anemia.ID.
Special-Health-Problems
Substance-Abuse
Verbal Abuse.ID.

Other Disability-Related Terms

Accessibility-for-Disabled
Adaptive-Behavior-of-Disabled
Assistive-Devices-for-Disabled
Augmentative adj Communication adj Systems.ID.
Communication-Aids-for-Disabled
Competitive adj Employment adj Disabled.ID.
Daily-Living-Skills
Deaf-Interpreting
Deinstitutionalization-of-Disabled
Group-Homes
Handicap-Discrimination
Independent-Living
Labeling-of-Persons
Normalization-Handicapped
Prostheses.MJ,MN.
Rehabilitation.MJ,MN.
Self-Care-Skills
Sheltered-Workshops
Sign-Language
Supported adj Employment.ID.
Supported adj Work adj Programs.ID.
Wheelchairs.MJ,MN.

THE COUNCIL FOR EXCEPTIONAL CHILDREN

SEARCH AID 2

Searching ERIC and ECER Disabilities Descriptors on BRS

This database search aid lists the terms concerning special education that are used frequently in subject-indexing materials entered in the ERIC and ECER databases. These terms are recommended for use in "search saves" to facilitate quick and consistent searching of topics relating to special education and giftedness. See the Thesaurus of ERIC Descriptors for a complete list of the descriptors used in both ERIC and ECER.

The special education materials in the ERIC database include journal articles and the unpublished professional literature, such as reports, curriculum guides, etc. The materials in the ECER database include books, dissertations and a wider selection of the special education journal literature. Both databases are available online through the Dialog and BRS search services. Online searches can be obtained through most large libraries and educational resource centers and through CEC Information Services. For more information on searching ERIC and ECER, call CEC at 703-620-3660 and ask for an Information Specialist.

In the lists below, you can assume that each term is used in the descriptor field of both ERIC and ECER unless it carries the suffix "ID". "ID" means that the term will appear in the identifier field; identifiers are subject indexing terms that are not covered in the Thesaurus. The suffixes "DE", "ID", and "MJ,MN" are used according to BRS's searching rules. That is, "DE" will retrieve multi-word descriptors containing the word in question, "MJ,MN" will retrieve single word descriptors, by themselves at both major and minor levels, and "ID" will retrieve multi-word and single-word identifiers. Multiple word descriptors must be hyphenated, and descriptors containing parentheses should be hyphenated, with the parentheses removed. Identifiers of 2 or more words must have adjacency terms between words. Other BRS searching commands (such as "$" for truncation) are also shown with some terms to facilitate searching.

1920 ASSOCIATION DRIVE ■ RESTON, VIRGINIA 22091 (703) 620-3660 FAX: (703) 264-9494

General Search

This short list will be helpful when you want an overview, a general search on special education, or a search on all disabilities, rather than a search on a particular disability or subject area.

Disabilities.DE.
Disabled.DE.
Disorders.DE.
Emotional-Disturbances
Exceptional.DE.
[also includes giftedness]
HandicapS.DE.
Impairments.DE.
RetardS.DE.
Special-Education

Disabilities

Adventitious-Impairments
Amputations.DE.
Aphasia.MJ,MN.
Articulation-Impairments
Attention-Deficit-Disorders
Autism.MJ,MN.
Behavior-Disorders
Behavior-Problems
Blindness.MJ,MN.
Cerebral-Palsy
Cleft-Palate
Closed adj Head adj Injuries.ID.
Communication-Disorders
Congenital-Impairments
Deaf-Blind
Deafness.MJ,MN.
Delayed-Speech
Developmental-Disabilities
Downs-Syndrome
Dyslexia.MJ,MN.
Emotional-Disturbances
Emotional-Problems
Head adj Injuries.ID.
Hearing-Impairments
Homebound.MJ,MN.
Hyperactivity.MJ,MN.
Language-Handicaps
Learning-Disabilities
Learning-Problems
Mental-Retardation
Mild-Disabilities
Mild-Mental-Retardation
Minimal-Brain-Dysfunction
Moderate-Mental-Retardation
Multiple-Disabilities
Neurological-Impairments
Neurosis.MJ,MN.
Partial-Hearing
Partial-Vision
Perceptual-Handicaps
Physical-Disabilities
Reading-Difficulties
Severe-Disabilities
Severe-Mental Retardation
Slow-Learners
Speech-Handicaps
Spina-Bifida
Stuttering.MJ,MN.
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CO-PUBLISHERS

The ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS) is located at the Social Studies Development Center of Indiana University; 2805 East Tenth Street, Suite 120, Bloomington, IN 47408; (812) 855-3838. ERIC (Educational Resources Information Center) is part of the Office of Educational Research and Improvement of the U.S. Department of Education. ERIC includes a nationwide network of sixteen clearinghouses, each one specializing in a particular subject area. Each clearinghouse in the ERIC system has responsibility for acquiring, processing, and reporting on the significant educational literature in its subject field. ERIC/ChESS monitors trends and issues about the teaching and learning of the social studies/social sciences.

The National Trust for Historic Preservation is a private, nonprofit membership organization. The National Trust was chartered by the U.S. Congress in 1949 to encourage the public to participate in the preservation of America's history and culture and to own historic properties. It advocates the country's heritage in the courts and with legislative and regulatory agencies; and it operates special projects to show how a preservation approach can be a central organizing principle in community revitalization.

The National Center for America's Founding Documents is located at Boston University. The Center conducts projects in curriculum development and teacher education on the study of the Declaration of Independence, the U.S. Constitution, and *The Federalist Papers*. For information about the Center and its projects, contact John Drisko, Director, National Center for America's Founding Documents, Boston University, 605 Commonwealth Avenue, Boston, MA 02215; (617) 353-6278.

1203

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JAMES MADISON AND *THE FEDERALIST PAPERS*

by
John J. Patrick

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ATTACHMENT 7
Page 1 of 2

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1204

ABOUT THE BOOK

JAMES MADISON AND *THE FEDERALIST PAPERS* is a collection of resources for high school history and government teachers and their students. It is the product of the Master Class for Teachers Program, conducted by the National Trust for Historic Preservation in association with the Social Studies Development Center at Indiana University.

This volume treats core ideas and issues on constitutional government in the United States. These core civic ideas are found in that classic of American political thought, *The Federalist*. Seven of Madison's papers in *The Federalist* are selected as the focal points for Teaching Plans and Lessons. This volume is also designed to link Madison's ideas in *The Federalist* to their counterparts in essays of the Anti-Federalists.

CONTENTS

This volume has three parts: Part One, Background Papers; Part Two,Lessons; and Part Three, Documents.

Part One includes three papers that provide background information and ideas for teachers.

Part Two includes twelve Lessons for high school teachers and students of American History or government. Each Lesson consists of a Teaching Plan and accompanying materials for students.These lessons are based on primary documents in the Federalist/Anti-Federalist debate on the Constitution of 1787. They emphasize issues about ideas on constitutional democracy, such as limited government, minority rights, federalism, republicanism, separation of powers, and popular sovereignty. Teachers have permission to copy and distribute lessons in this volume to their students for use in high school history and government classes.

Part Three consists of thirteen primary documents: seven *Federalist* papers by Madison and six papers by Anti-Federalists.

There is a Select Annotated Bibliography at the end of this volume.

AUTHORS

John J. Patrick, the principal author and editor of this work, is director of the Social Studies Development Center at Indiana University, where he is also a professor of education and director of the ERIC Clearinghouse for Social Studies/Social Science Education. He is the author of the Introduction to this work, Background Paper 1, "*The Federalist Papers* in the Curriculum," and Lessons 1-10 and 12.

Earl P. Bell is chairperson, department of history, the University of Chicago Laboratory Schools. He is the author of Lesson 11 and the Select Annotated Bibliography.

Murray Dry is a professor of political science at Middlebury College. He is the author of Background Paper 3, "The Constitutional Thought of the Anti-Federalists."

A.E. Dick Howard is the White Burkett Miller Professor of law and public affairs, the University of Virginia. He is the author of Background Paper 2, "James Madison and the Founding of the Republic."

ORIGINS

This book is the product of the Master Class for Teachers Program, conducted by the National Trust for Historic Preservation in association with the Social Studies Development Center of Indiana University.

During ten days of the summer of 1989, a select group of high school history and government teachers lived and worked at Montpelier, the home of James Madison.

These teachers participated in seminars on Madison's enduring ideas on constitutional government. Participants read assigned papers in *The Federalist* and other books and papers about and by James Madison. They also focused on curriculum applications of their experience at Montpelier. Well-known scholars addressed the group on the political thought of James Madison.

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September 9, 1990

Pat Coulter
Central ERIC
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Information Services
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Washington, D. C. 20208-5720

RE: Contract No. RI-88-062016

Dear Ms. Coulter:

Enclosed with this letter are 10 copies each of the six new ERIC/CRESS newspaper articles (slicks) translated into Spanish, plus 10 copies of the English version. These articles were produced and are being submitted by ERIC/CRESS to fulfill the FY 89-90 requirements established in the above-referenced contract.

If you require further information about the enclosed documents or about ERIC/CRESS's full compliance in meeting the requirements for the deliverables specified, please fell free to contact me.

Sincerely,

Craig Howley
Codirector
ERIC/CRESS

/ds

Enclosures

cc: Ted Brandhorst, ERIC facility w/copies
Terry L. Eidell, AEL
Jane Copley, AEL
Teri Bourbon, ACCESS ERIC w/copies

Starve an Addict, Feed a Reader!

"THE BEAV" of Leave-It-To-Beaver fame had this to say about reading: "You got to learn to read. If you couldn't read, you couldn't look up what was on television." Actually, that's a good point. It implies that all of us—children included—need to *decide* what we want to watch. Channel-chasing, unfortunately, is the way many people make that decision. There are better ways.

Deciding what to watch takes some work, because it's easy to get "hooked" on television. And once hooked, it's not so easy to kick the habit.

When children become hooked on television, their schoolwork can suffer. Children who watch a lot of TV (more than two or three hours a day) usually have below-average reading achievement. If they watch a *moderate* amount of TV, however, they usually have above-average reading achievement. What things can parents do to help the family—and especially the children—change a bad TV habit?

Parents can take steps to limit the amount of time children spend "glued to the tube." A good idea is to make decisions as a family. The family can consider everyone's interests, but compromise will be necessary.

Parents can also make some simple rules to help limit TV time. For example, they can forbid after-school TV watching—at least until they get home from work or until the children's homework is done. Parents might also decide that watching TV should be a family event.

Family gatherings at the television have an important advantage. They give children and parents the chance to talk about the programs they watch. Families can talk about what they like and don't like. They can talk about the issues that come up in almost any program—sitcoms, movies, and even game shows. And, as a result, they can make changes in what they decide to watch. This kind of talk, after all, is an important part of learning—in school and out of school.

Such rules, however, are more of a problem if children have television sets in their own bedrooms. Children may abuse the rules if they have their own TV sets. In this case, parents might think about removing the TV sets. Children will, of course, resent this move. But—given parents' concern for the importance of schoolwork—it's a fair decision.

Staff of the ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS) prepared this article. ERIC/CRESS, funded by the U.S. Department of Education, is part of the Educational Resources Information Center (ERIC). There are 16 ERIC clearinghouses nationwide. To order a free copy of an ERIC publication on "Television Viewing and Reading," just call ERIC/CRESS (toll-free) at 800/624-9120 (Eastern Time Zone). Ask for "User Services."

Who Says Math is for Boys?

FEW people any more come right out and say, "Math isn't for girls." Instead, girls seem to get a more subtle—and more harmful—message. The message is that studying math makes them less feminine.

In spite of this message, girls and boys are equally *interested* in math as they start high school. Girls enroll in *beginning* courses (for example, Algebra I and Geometry) just as often as boys. But as they go through high school, girls' interest falls and their confidence ebbs. They don't go on to take advanced courses.

That's a problem. According to the National Center for Education Statistics, course-taking in math strongly influences achievement. Students who take six or seven courses in math do *three times as well* as students who take only one course! (In English and Social Studies, course-taking doesn't influence achievement so much.)

Most studies suggest that if girls and boys take equal numbers of math courses, they perform equally well. One recent study suggests that girls do *better*. Why, then, do girls lose interest and confidence in their ability to do math in high school?

We can't be sure. Whatever the answers, it's clear that, if girls are less well *prepared* in math than boys, the fault is ours. In general, we just don't develop the mathematics talent of girls as well as we do the talent of boys. This trend makes good comparisons very difficult. The fact is that math *cannot* be just for boys. Too much depends on math.

Almost every job in the modern world can be done better by someone who understands math well. That includes teaching and nursing, as well as engineering and business management. Several generations have shown that these jobs can be done equally well by men or women. Whatever job a particular young woman chooses, it's important that she know math well.

Girls need good math teachers who can build their confidence and encourage their interest. They need teachers who can help them—who can *expect* them—to do challenging work in math class. They need parents and relatives to show them that mathematics is part of what it means to be a young woman.

Staff of the ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS) prepared this article. ERIC/CRESS, funded by the U.S. Department of Education, is part of the Educational Resources Information Center (ERIC). There are 16 ERIC clearinghouses nationwide. To find out more about the resources of the ERIC system and ERIC/CRESS, call (toll-free) 800/624-9120 (Eastern Time Zone) and ask for "User Services." To order a free copy of "How to Help Your Child Learn Math," call the U.S. Department of Education at 800/424-1616.

Shouldn't We Leave Schooling to the Professionals

SHOULDN'T we leave schooling to professionals? Most parents and, in fact, most educators would say "No." Almost everyone agrees that parents are, after all, their children's most important teachers. Children learn to tell right from wrong from parents. Children learn to tell what's important in life from what's foolish or from what's just plain dangerous. And finally, children learn what it *might mean* to become an adult *from their parents.*

But becoming an adult has a lot to do with schooling, too. Children need to get the right kind of schooling, and they need enough of it to make a living *and* to make sense of the world. For parents, however, it's not easy to understand how schools work. It's even harder to understand how schools *should* work.

Where can parents turn with their questions about their children's schooling? Most personal contacts can't really reflect all the viewpoints and information sources that might help parents.

ERIC—the Educational Resources Information Center—can help. ERIC is like a national library about education, with 16 clearinghouses specializing in different topics. The U.S. Department of Education operates the computer-based ERIC system.

ERIC has a vast collection (over 700,000 articles and documents). *Anyone* interested in schooling can use that collection.

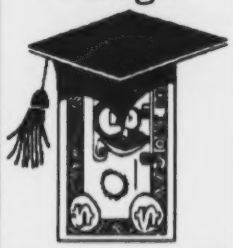
Now, it's easier for parents to ask ERIC for help. A new 86-page guide to ERIC, *A Parents' Guide to the ERIC Database*, explains what parents need to know in order to use ERIC. It's written clearly, and it features inexpensive resources for parents available from ERIC. It also shows parents how to ask and how to get answers for their own questions about schooling.

Schooling is a complicated business. Two million teachers work with over 40 million students in 16,000 school districts and nearly 80,000 schools. Students come to school from a wide variety of ethnic and cultural backgrounds, and with an even wider variety of hopes, fears, and needs.

The *Parent's Guide* can help parents learn what they need to know to help their own children make the most of their years in school. It describes articles and reports written especially for parents and available from ERIC, and it gives information about ordering them. It also describes ERIC in detail and shows parents how to use ERIC to search for information about topics that concern *them.*

The *Guide* is available, postpaid, for $6.00 from the ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS), P.O. Box 1348, Charleston, WV 25325. To order, call toll-free 800/624-9120 (Eastern Time Zone) and ask for "User Services."

Why Bother: Aren't We Too Poor To Send the Kids to College?



WHEREVER they live, families with incomes below $10,000 a year do not have anything extra to spend on college. The effect is obvious. Fifteen percent of families earn less than $10,000 a year. But only 7 percent of college students come from these families.

Parents should not tell their children they cannot go to college just because they are poor, however. Low-income students who are ready for college *can* get financial support. The trick is to create a good plan to pay for college. School counselors can help families sort out the details.

For low-income students, access to a variety of financial aid packages is very important. Five basic federal aid programs provide most support to low-income students. These programs are: Pell Grants, Guaranteed Student Loans, Supplemental Educational Opportunity Grants, National Direct Student Loans, and College Work-Study.

Parents also need to know that aid varies among different types of colleges—in-state, out-of-state, private, public. For example, colleges manage the last three federally funded programs mentioned above, but not all colleges participate in each program.

A recent study says that most low-income students can expect to receive at least $1000 yearly from Pell Grants. Low-income students at expensive private colleges often receive the maximum $1800 Pell Grant. The federal government—not colleges—manages these grants.

Other government and private sources provide aid. Many offer support for ethnic minorities, for students who enter certain jobs, or for students attending particular colleges.

Good planning involves parents, counselors, and students as a team. Every member of the team must play an active role. Parents and students need to fill out financial aid forms. Students need to complete applications and take college entrance tests. Counselors need to meet with parents and students to guide them in exploring choices. All this takes work, but it makes a big difference for low-income students.

Finally, parents don't need to wait for counselors to contact them. They can call to set up appointments as soon as their children are in the ninth or tenth grade.

"How Low-Income Families Pay for College" is available from the ERIC Document Reproduction Service (EDRS) for $4.00 plus postage. The order number is ED 260 673. Call EDRS at 800/227-3742 (toll-free) for information about ordering.

"ERIC" stands for the Educational Resources Information Center. Staff of the ERIC Clearinghouse on Rural Education and Small Schools prepared this article. To learn more about ERIC or the services of ERIC/CRESS call 800/624-9120, toll-free (Eastern Time Zone). Ask for "User Services."

What Can Parents Do to Help Their Children Write Well?

What can parents do to help their children become better writers? First, they need to recognize that good writing is much more than correct penmanship and spelling. It is the skill of organizing and expressing thoughts so others can share them. Writing well is an advanced skill. It takes years to develop.

To write well, students need careful coaching throughout their years in school. Coaching helps athletes improve their performance, understanding, and enjoyment of a sport. Writing is a lot like sports. It's complex and it takes a lot of practice. Young writers—like young athletes—need feedback, praise, and helpful criticism.

Parents can help by doing some of the things good coaches do. For example, coaches and athletes *participate* in sports events together. They also work together to improve team performance and individual understanding of the game. The same two principles apply to how parents can help children become better writers.

Parents can monitor school writing assignments. They can discuss the importance of an assignment, and they can help children break the assignment into manageable parts. One very important part of writing, for example, is the process of rewriting a first draft. Most children don't understand the need to rewrite, and they need help. The trick is to point out changes that would improve a first draft—together with praising the draft's strong points. That's coaching.

Reading together is also an activity that can help. It's like watching a sports event as a family. It brings parents and children together for something important to both. Reading and writing are two sides of the same coin. Typically, skill in reading comes first: good writing usually doesn't emerge without lots of reading.

One strategy is to set aside time for reading instead of watching TV. Any book or article or story will do, so long as it's interesting to both parent and child. The idea here is to involve children in *enjoying* the written word. It also gives children *models* of how good writers actually write.

Parents who want to help their children learn to write—and to think—can learn more in a free pamphlet. The pamphlet is "Helping Your Child Learn to Write Well." Just call the U.S. Department of Education (toll-free) at 800/424-1616 and ask for a copy.

Staff of the ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS) prepared this article. ERIC/CRESS, funded by the U.S. Department of Education, is part of the Educational Resources Information Center (ERIC). There are 16 ERIC clearinghouses nationwide. To find out more about the ERIC system and ERIC/CRESS, call (toll-free) 800/624-9120 (Eastern Time Zone). Ask for "User Services."

Aren't Big Schools Better Than Small Schools?

IF YOU COULD choose to send your children to a very large or a small school, which would you pick? Most parents don't have this choice, of course. But *many* communities have had to face the choice of closing their small schools. In low-income areas, the pressure is on to save money, and small schools seem to be more costly than large schools. Is there any good reason to preserve small schools?

Early in the nation's history most schools were *very* small. But between 1900 and 1980, school size rose sharply. The change allowed each teacher to teach a single age group in "grade" schools. It also allowed high school teachers to specialize in single subjects. Educators hoped that the changes would help students learn better. During this period "bigger was better." Today, many of the remaining small schools are in rural areas, where poverty rates are, on average, as high as those in center cities.

At least since the early 1960s, educators have known that smaller schools tend to be more friendly places than large schools. But what about students' learning? The "bigger is better" view holds that learning is better in large schools.

Recent studies, however, suggest that small school size also has a positive influence on *students' learning*. This seems to be especially true in low-income communities. A new study of schools in California shows that in low-income districts with small schools, students learn more. In high-income districts, however, students seem to learn more in large schools.

The lesson may be that small schools serve an important role, especially in low-income areas. There may be long-term advantages in maintaining—and improving—small schools. For example, students whose experiences in schools are not good have more trouble making their way in life. They are more likely to require unemployment and welfare benefits, adult training, and other costly social supports. They are less likely to find meaningful and productive work. As a result, they are less likely to pay taxes that support programs that benefit everyone. These facts suggest that closing small schools might wind up costing much more in the long term than it saves in the short term.

Staff of the ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS) prepared this article. ERIC/CRESS, funded by the U.S. Department of Education, is part of the Educational Resources Information Center (ERIC). There are 16 ERIC clearinghouses nationwide. ERIC/CRESS has a free publication on the subject of this article. Just call ERIC/CRESS "User Services" toll-free at 800/624-9120 (Eastern Time Zone) and ask for a copy of "What is the Effect of Small-Scale Schooling on Student Achievement?"

Catalog of ERIC Clearinghouse Publications (1991 Edition)

The **Catalog of ERIC Clearinghouse Publications** provides ordering information and prices for current in-print ERIC Clearinghouse publications, as well as best sellers from previous years that are still in-print. Many of these publications are free; others are available for a nominal fee. A subject index helps you quickly locate publications in your areas of interest.

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- Reading and Communication Skills
- Rural Education and Small Schools
- Science, Mathematics, and Environmental Education
- Social Studies/Social Science Education
- Teacher Education
- Tests, Measurement, and Evaluation
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Some popular titles you'll find in the **Catalog** include:

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- School Leadership: Handbook for Excellence
- Urban School Finance: The Quest for Educational Equity

To order your copy of the 1991 Catalog of ERIC Clearinghouse Publications, send a check or money order for $8.00 payable to ACCESS ERIC, Catalog Orders, 1600 Research Boulevard, Rockville, MD 20850. For more information, call 1-800-USE-ERIC.

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Pittsburgh at the Point. Site of the SLA.

Convention Center. All photos by Andrew A. Wagner

Educational Information Tools and Systems

By Michael Keating
Research Manager

The Special Libraries Association (SLA) is an international professional association serving 12,500 members who work in companies, academic institutions, and other organizations. Its 81st annual conference in Pittsburgh drew 4700, including 1300 officials from exhibiting firms. About 18 percent of SLA members work in academic libraries.

One division of SLA is the Education Division which celebrated its 15th birthday at the Pittsburgh convention. Librarians in schools of education, college librarians, and government researchers are among the Education Division's 247 members.

Gaining ACCESS to ERIC for everyone

School board members, superintendents, teachers, and parents may never have used the Educational Resources Information Center (ERIC), but under the U.S. Department of Education's three-year project, ACCESS ERIC, all of this might change.

Founded by the Department of Education in 1966, ERIC and its 16 subject Clearinghouses provide quick access to education-related reports and surveys. There are 750,000 abstracts of documents and journal articles on education research and practice in the ERIC database. Information from ERIC's files is available worldwide at 3000 locations. Each year, ERIC answers 115,000 education-related inquiries.

Researchers, education policymakers, and librarians have been the primary users of ERIC. Now ERIC is reaching for new

LIBRARY

Charles Missar

Sam Fustukjian

audiences. At the SLA conference, Sam Fustukjian, former director of ACCESS ERIC, indicated ERIC is attempting to reach these new audiences.

One example is that ERIC is teaming up with national and local PTA groups in "Saying No to Drugs" and "Is Failing Bad?" These are pamphlets distributed to nontraditional sites, like pediatricians' offices. These pamphlets are condensed versions of ERIC reports that have been rewritten in layperson's terms.

At the SLA conference, Fustukjian also discussed *The ERIC Review*, a new journal for teachers and education practitioners. The first issue of the magazine is due out this Fall. This journal will try to make the information in the ERIC database more understandable for people in education. Other ACCESS ERIC projects in the works: an electronic bulletin board for ERIC users and a new edition of the free brochure, *All About ERIC*.

What ERIC can do for you

ERIC can help administrators through its 16 subject-specific Clearinghouses, says Charles Missar, an ERIC consultant and conference speaker. Missar provided examples. As salary negotiations get under way, ERIC and its Educational Management Clearinghouse can identify recent reports and studies that pinpoint wage and salary trends in education.

For an administrator seeking to track student performance and achievement levels nationally or locally, ERIC and its Tests, Measurement, and Evaluation Clearinghouse can provide information from the National Assessment of Educational Progress and other surveys.

Other ERIC Clearinghouse topics include counseling and personal services, handicapped and gifted children, reading and communication skills, rural education and small schools, teacher education, and urban education. Currently, ERIC has had numbers of requests for information on subjects like adult literacy, at-risk youth, computer uses in education, language handicaps, preschool programs, and television viewing.

"The best and easiest way for *School and College* readers to learn more about the service is to call 800-USE-ERIC," says Missar. With this one call prospective ERIC users can find out about catalogs, abstract journals, databases, and other information sources that make up the ERIC system. ERIC's database, for example, can be searched by means of five major online and CD-ROM vendors.

Other sources

Another education information source featured at SLA was the *Education Index* from H.W. Wilson Co. Available in print, online, or CD-ROM, the *Index* covers 345 leading international English-language periodicals, yearbooks, and monographs. Administration, teacher evaluation, classroom computers, and vocational education are a few of the topics covered in this *Index*. It's updated twice each week, with coverage from December 1983 to the present.

According to Barbara Berry, editor of the *Education Index*, readers of *School and College* can usually scan the *Index* at the college and university library. About 65 percent of the *Index*' 4400 subscribers are in academic libraries.

More details

For more information on joining the SLA, call 202/234-4700. To find out about H.W. Wilson Co.'s *Education Index*, call 212/588-8400. ■

Parish Community Services

Publisher of Multi-Parish Publications
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8715 First Avene, Silver Spring, MD 20910
Phone: 301/608-2166 - Facsimile: 301/608-3168- Voice Mail: 202/310-3318

September 18, 1990

Memo to: Information Company executives

From: Paul G. Zurkowski

In re: A prototype curriculum development effort to teach information.

I am pleased and excited to present two multi-parish newspapers we have launched in Montgomery County just this September, *Our Parish Times,* covering Garrett Park, Wheaton, Kensington and Silver Spring parishes and *Our Parish Chronicle,* covering Bethesda and Potomac Parishes. 9,700 copies were distributed to six parishes by insertion in their Sunday Bulletins and by distribution to students and faculty in their parish schools. Additional distribution of the Magazine Section, featuring the Careers in Information report, to private Catholic Schools in Montgomery County and Catholic high schools in Washington, DC, faculty and students, totalled 6,000 copies.

Our goal by the end of 1990 is to publish four newspapers serving a total of twenty parishes with five parishes per newspaper, each with a common magazine section including the Careers in Information section devoted to introducing Catholic school students to what the information age means for their future.

The Careers in Information feature is a communications vehicle for a junior and senior high school curriculum development effort in cooperation with the Washington Archdiocesan Schools Office. Superintendant of Schools Jerome Porath has suggested the creation of such a committee drawn from Catholic high schools in the Washington area and from parish schools in Montgomery County. Thus, Careers in Information offers you opportunity (1) to send an advertising message targetted on these students while they are considering what they want to be when they grow up; (2) to position your product in the curriculum development effort which will produce a program for use in other schools systems and (3) to create a sustained awareness of your products and services in the minds of students, parents, teachers and administrators. Successful information services have paid close attention to getting their products used in educational settings. The current Careers in Information introduced Prodigy and IntelliGate as examples of the kinds of services and career opportunities opening up in the information age.

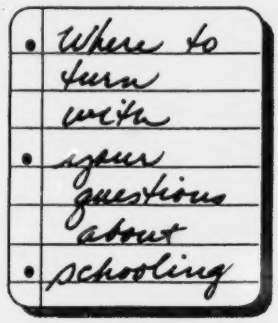
Could we talk about what we could do together? As you will note in the paper, we intend to sponsor an Information Fair, modeled on the Westinghouse Science Talent Search concept, in the spring of 1991. This would offer information companies many opportunties to work with and recognize students and to support their career interests in information just as Westinghouse has done with science. We also will need to talk about educational rates for these services. There may also be opportunities to discuss systems for use by school systems. We'd consider a story about your products and services both from a career and an applications standpoint. You could immediatley support yourself and this effort by advertising in this Careers in Information section. A rate card featuring a Grand Opening Discount of 25% on multiple insertions is enclosed. The deadline for the October 14 edition is October 1 for space reservation and October 8th for camera copy. Help us develop this prototype activity!

CAREERS - IN - INFORMATION

Second Edition Bringing the Meaning and Opportunity of the Information Age to Students October 1990

For Education Information Start With ERIC!

A PARENT'S GUIDE TO THE ERIC® DATABASE



By Craig B. Howley
Phyllis Stowers
Patricia Cahape

Clearinghouse on Rural Education and Small Schools

A Sketch of the Eric System

The major work of the ERIC system is building the ERIC database.

That statement sounds vague, but it means something quite definite. Recall that the database consists of descriptions of over 750,000 articles and documents about education produced since 1966 AND microfiche reproductions of most of the documents. A number of vendors have created CD-ROM collections of these materials as well. In other words, the ERIC system collects and describes, on average, about 35,000 articles and documents each year. Then it organizes them and makes them available to the public.

That's a lot of reading, writing, editing, and printing.

But database building is just the beginning.

The database and descriptions of ERIC journal articles and ERIC documents are put together for one main purpose -- to make them available to users. Serving users, then, is another main focus of the ERIC system. These services include document reproduction, electronic searches of the database, answering written and telephoned requests and presenting workshops for various groups of users.

Continued on Page 10

Local Access to ERIC

For teachers seeking information about developments in education, the starting place is ERIC, The Educational Resources Information Center, a nationwide information service designed to make education literature readily available. As the outreach component of ERIC, ACCESS ERIC initiates activities to encourage the exchange of information between ERIC and its many user groups.

At the heart of ERIC is the largest education database in the world -- containing nearly 750,000 bibliographic records of documents and journal articles. Approximately 3,000 records are added monthly. Curriculum materials, papers, conference proceedings, and literature reviews, along with articles from nearly 800 education-related journals, are indexed and abstracted for entry into the ERIC database.

The ERIC facility through which all educational literature bound for the system must pass is located just off 270 in Montgomery County. Ted Brandhorst manages the system and provided us with the results of a computerized search of the

Continued on Page 10

ERIC Conclusion Brochures

We can't afford to be ignorant about education but where should we go for current and reliable information?

In response to the public's concern about issues in education as reported in a recent Gallup Poll, ERIC has prepared the free Conclusion Brochure series.

Developed especially for parents and teachers, Conclusion Brochures synthesize recent education research on timely topics. Concerned parents and teachers can find out what they can do to help children with their education with these useful, easy-to-read pamphlets.

The pamphlets provide practical information such as answers to commonly asked questions, organizations to call for help and additional reading materials.

Continued on Page 10

Sample ERIC Abstracts

The ERIC database is based on carefully written abstracts of journal articles, lesson plans, curriculum guides, etc. You will find four sample abstracts on Supplement Page 12. These abstracts are the product of a search of the database run by the ERIC facility to my set of questions. The abstracts are pertinent to junior and senior high school curriculum development in the area of information services. See the local ERIC sources for further information and assistance in finding the latest information on education.

Abstracts Produced from an ERIC Database Search

If you are interested in following up any of the leads these abstracts provide, it is suggested that you call ACCESS ERIC at 1-800-USE-ERIC.

ED 314 062 IR 052 993

Problem Definition Process: A Guide to Research Strategies

Pennsylvania State Library, Harrisburg. Pub Date- Jan 89. 70p.; Access Pennsylvania: An Agenda for Knowledge and Information Through Libraries.

Although this guide was designed to support "Pennsylvania On-line: A Curriculum Guide for School Library Media Centers" (1985), the State of Pennsylvania curriculum guide for online searching, many of its components are also suitable for use by school librarians when teaching the elements involved in searching for resources manually. Designed to assist students in formulating focused research questions, the guide provides lesson plans and worksheets for each of seven steps in the process of defining a research problem: (1) "Developing the Research Question" encourages students to do preliminary reading to identify current issues within a subject field; (2) "Identifing Key Words" helps students develop the skill of identifying key nouns for a database search; (3) "Expanding Key Words" addresses synonyms, variant forms, and related terms; (4) "Recognizing General and Specific Topics" helps students to narrow a topic; (5) "Choosing Appropriate Terms" enables students to recognize and eliminate terms that are not related or compatible with the research question; (6) "Recognizing the Relationship Between Key Words" instructs students in the most effective ways to select operators; and (7) "Developing a Search Strategy" focuses on the selection of an appropriate subject category, selection of an appropriate database and analysis of its content, and deciding whether the search should be performed online or manually. Answer keys for the worksheets and a glossary of basic search terms are included. (SD)

ED 300 038 IR 052 535

How to Use ERIC on CD-ROM

(Revised) Bowling Green State Univ., Ohio. Libraries. Pub Date-Apr. 88. 4 p. This guide provides step-by-step instructions for the end user for searching the ERIC database on CD-ROM using the Dialog OnDisc software. Topics include: (1) preparing for the search by analyzing the information need; (2) beginning the search and selecting a search option; (3) modifying the search; (4) displaying the records; (5) printing all records; (6) printing selected records; and (7) obtaining the text. (MES)

ED 288 554 IR 052 222

Information Skills Curriculum Guide: Process, Scope & Sequence.

Washington Library Association, Seattle. Spons Agency-Washington Office of the State Superintendent of Public Instruction, Olympia. Pub Date-Sep 87.

Designed to assist educators in teaching information skills in a systematic way by integrating them into the kindergarten through grade 12 curriculum, this guide is intended to be shared by teachers and library media specialists. A reflection of recent study of the information searching and application process, the guide is not bound to any specific information system or technology and may be used in any school. The guide consists of: (1) a philosophy statement explaining the perspective from which the guide was written; (2) a detailed, 12-step description of the process of successful information searching and application of the results, which identifies the specific skills needed at each step; (3) a scope and sequence for the information skills curriculum, which suggests the grade level at which each step may be introduced, reinforced and/or taught to mastery, and identifies the level of each step in Bloom's Taxonomy of Educational Objectives; (4) a bibliography which includes seven background readings that support and/or further explain the information skills process presented in the guide; and (5) a form provided so that users of the guide may submit samples of successful lesson plans to accompany one or more of the steps in a future edition of the guide.(KM)

ED 264 887 IR 051 397

A Curriculum Guide for School Library Media Centers

Pennsylvania Online: A Curriculum Guide for School Library Media Centers. Penn. State Library, Harrisburg. Pub Date-(Oct 85) 95p.

This curriculum guide is intended for any librarian in Pennsylvania committed to teaching online searching and looking for guidelines to integrate the skill into the full academic curriculum. The publication will enable school librarians to assist students in developing the skills that will enable them to search and retrieve information from computerized databases, not only to access information necessary for their studies, but also to acquire skills for lifelong learning. (Only bibliographic databases are covered in this document.) It is recommended that this curriculum be integrated with the teaching of library media skills in other curriculum areas. The librarian and various subject area teachers should jointly establish the goals and objectives for the implementaion of the online curriculum. The first section of this guide, "Online Curriculum," includes the following subsections: an introduction, off-line suggestions, course objectives and student outcomes, planned course scope and sequence, and sample lesson plans. The second section, "Online Management," includes: an introduction, budget and costs, vendor, gateway software, telecommunications, copyright, security, recordkeeping, and cooperation and support. References, an annotated bibliography and numerous appendices, including a sample search and lists of vendors, telecommunications networks, and commonly used databases, are provided.(THC)

ED 256 373 IR 051 115

A Curriculum Guide for Online Database Searching with High School Students

Heartland Education Agency, Ankeny, Iowa. Pub Date-85. 20p.

This curriculum guide is intended to help educators design strategies to introduce the concept of online database searching to high school students. The goals of database searching are clearly defined so they may be matched with the goals already established in existing curriculum areas. The teaching process involves explaining how to use a computer to locate bibliographic references. By using a computer to search the databases, students learn how the bibliographic records are organized and what the organizational structure means for successful retrieval. This guide contains statements of the purpose, philosophy, rationale, goals, and objectives of teaching online searching skills to high school students. Included are: an outline of the steps in the search process, activities for four class periods, a student worksheet to be completed with every search request, a discussion of searches and information on computer database vendors and search packages. References used in preparing the curriculum guide are included.(THC)

Local Access to Eric

Continued from page 7.

database looking for curriculum materials for teaching online searching in elementary and secondary schools. Four abstracts of curriculum-related materials were obtained from Ted and are reproduced in adjacent columns as indication of the kinds of materials one can obtain from ERIC.

ERIC collections are available at locations in the Washington area including:

The Catholic University of America
Mullen Library
620 Michigan Ave, NE
Washington, DC 20064
202/635-5070
(open to the general public)

Georgetown University
Lauinger Library
37th & N Streets, NW
Washington, DC 20057
202/687-7452
(open to university faculty and students only, CD-ROM searches not available.)

Trinity College
125 Michigan Avenue, NE
Washington, DC 20057
202/939-5170
(open to the general public)

U.S. Dept of Education Research Library

A Sketch of ERIC

Continued from page 7.

Finally, as the database grows in size, the ERIC system is publishing summaries and syntheses to help educators and citizens overview significant new literature in the database. The various specialized units of the system develop a variety of publications that pull together information about new topics or about topics of persistent interest. Sales of these publications are another service provided to users. Most of these publications are also available as paper-copy "blowbacks" from microfiche files.

(A Brief Sketch is taken from A Parent's Guide to the ERIC Database.)

Information Content

Continued from page 9.

text of the new law so lawyers and accountants could advise their clients on how to pay this new-fangled "income" tax.

The printing process was so cumbersome that by the time Prentice-Hall, the company involved (named after the maiden names of each of the founders' mothers) was ready to send the book out Congress had passed so many amendments the original text was important but not up to date.

P-H quickly saw the problem. They needed a method for updating the text as the law was changed or as court decisions and IRS rulings interpreted it. They punched holes in the sides of the printed pages, put them in a ring binder and the first "loose leaf" service was born.

What's Next?

Next issue we'll have a go at relating these developments to content packages or stand-alone information services. We'll have some more surprises for you as we explain the exciting things happening in publishing.

ERIC CONCLUSIONS BROCHURES

Continued from page 7.

The series includes:

- How Can Elementary Science Education Be Improved?
- How Can We Keep Students in School?
- Why Don't Our Children Like Math?
- How Do I Help My Child Say "No" To Drugs?
- How Can Parents Get More Out of School Meetings?
- Is Repeating a Grade a Sign of Failure?
- What Alternative Do Public Schools Have?
- What Can Kindergarten Teach Children About Reading?
- Do Schools Teach Us Enough About Our Constitution?

Additional titles reflecting emerging trends and issues in education will be available in the future.

Order one or more titles by call TOLL-FREE 1-800-USE-ERIC. Available toll-free ACCESS ERIC keeps you informed of the education information offered by ERIC. Call ACCESS ERIC today and gain entry to this world of education information. For more about ERIC, call 1-800-USE-ERIC. Monday through Friday, 8:30 a.m. to 5:30 p.m. Requests can also be in writing: ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850 (FAX:301-251-5212).

MEMORANDUM

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

DATE : September 28, 1990

TO : Cliff Bloch
Agency for International Development (AID)

FROM : Robert M. Stonehill
Director, Educational Resources Information Center (ERIC)
U.S. Department of Education/OERI

SUBJECT : ERIC Resources in Developing Nations

Issue

During our meeting September 18, 1990, with Michael Laflin and Amalia Cuervo, we discussed the potential value of having a modified version of ERIC available to developing nations. We have been pursuing that idea and can report positive results. At relatively low cost, ERIC can assist developing nations in obtaining substantial "libraries" of key educational materials. With a personal computer, CD-ROM player, and subscriptions to the ERIC database and microfiche collection, any educational ministry or university--no matter how remote--can have immediate access to thousands of useful documents, research studies, curricular materials, and descriptions of successful programs and practices.

We are interested in working collaboratively with AID to establish some pilot sites where ERIC materials can be provided to educational staff in developing nations.

Background

Since its inception almost 25 years ago, the Educational Resources Information Center (ERIC) has become the world's largest and most widely-used education database. ERIC's network of 16 Clearinghouses gather, index, and abstract key education documents and journal articles. Each year, information on 30,000 new documents and journal articles are added to the ERIC database, which now contains over 700,000 citations. Retrieval of ERIC information can be via computer (through online database vendors or CD-ROM systems) or manually, through printed indexes. Most documents entered in the ERIC database are filmed, and copies can be obtained either on microfiche or paper.

ERIC is readily accessible in many parts of the world--over 900 institutions perform computer searches of the ERIC database or maintain ERIC microfiche collections; over 3,000 subscribe to ERIC print indexes of the document literature (Resources in Education) or the journal literature (Current Index to Journals in Education). However, **virtually all the ERIC document collections and search service providers are located in developed nations** (see Figure 1, attached).

For a variety of reasons--primarily geographical and economical--few under-developed nations have been able to take advantage of the ERIC database or document collection. A main reason was that until recently the ERIC database was only available online, and the cost and reliability of telecommunications was prohibitive. With the advent of CD-ROM and its vast information storage capability at low cost--each disc can store over 650 million bytes of information, or 250,000 pages--geographic isolation is no longer a limiting factor in having access to current education information.

The basic components and respective costs of an "ERIC library" are described on Attachment 1--**Estimated Costs to Become a Foreign ERIC Service Provider**. They include a computer work station with a CD-ROM reader and printer, a subscription to the latest portion (usually the most recent 7-10 years) of the ERIC database on CD-ROM, a subscription to the microfiche document collection for a similar period of time, and a microfiche reader. That configuration would have a one-time cost of approximately $22,800 ($18,700 of which is for a ten-year microfiche collection) and an annual subscription fee of $2,300. These costs may in fact be lower (e.g., if computers are already available) or somewhat higher (e.g., for a subscription to the entire database or microfiche collection).

An additional cost reduction can be had by cutting microfiche coverage. For example, while the latest 10 years collection of microfiche cost $18,700, five years would cost half that and two years would cost approximately $3,740.

"Estimated Costs To Become A Foreign ERIC Service Provider," is attached. The complete collection covers all microfiche (1966-present), all past issues of the systems' two journals, online access via vendors such as DIALOG or BRS, and CD-ROM versions of the database.

However, it is not necessary to have the full complement of ERIC products in order to have a useful tool to address educational problems and issues. The configuration, "Suggested Collection" in "Estimate Costs To Become A Foreign ERIC Service Provider," gives the user access to the latest years of the database and its products at a greatly reduced cost. It also provides for quick, reliable access, while avoiding expensive and often difficult telecommunications linkages, storage and subscription costs.

While the above configuration is not inexpensive, it does provide a basic ERIC collection that can provide the latest collected information in education. Such information can assist in developing educational policy, assist in keeping decision makers aware of the latest trends in education help develop curriculum materials, etc.

Page 3--Cliff Bloch

In essence, even in modified form, ERIC can be a valuable resource to a developing nation, and it can be packaged so that the costs are not prohibitive.

We would like to schedule a meeting with you to discuss the ideas presented here and your reaction to them.

ESTIMATED COSTS TO BECOME A FOREIGN ERIC SERVICE PROVIDER

September 1990

Items	One-time costs	Annual Costs
MINIMAL LEVEL COLLECTION		
PRINTED PAPER ABSTRACT/INDEX JOURNALS		
Resources in Education (RIE)		
Monthly Subscription		82.50
Semi-Annual Index		25.00
Current Index to Journals in Education (CIJE)		
Monthly Subscription		250.00
Semi-Annual Index		235.00
THESAURUS		
Thesaurus of ERIC Descriptors (12th Edition)		83.40
MICROFICHE RELATED PRODUCTS		
Microfiche Indexes (1966-1989)-back collection		90.00
Microfiche Reader	350.00	
TOTAL	$ 350.00	$ 765.90
SUGGESTED COLLECTION		
COMPUTER WORKSTATION		
Computer, letter quality printer, modem	$ 2,500.00 [1]	
CD-ROM player	650.00	
CD-ROM COLLECTION		
Annual Subscription		600.00
Back years (1966-1990)	600.00	
MICROFICHE COLLECTION		
Annual Subscription		1,700.00
Partial Back Years (1980-1990)	18,700.00	
Microfiche Reader	350.00	
TOTAL	$ 22,800.00	$2,300.00
COMPLETE COLLECTION		
ALL MATERIALS LISTED ABOVE	22,800.00	3,065.90
MICROFICHE COLLECTION		
Remaining Back Years (i.e. 1966-1979)	18,000.00	
ONLINE ACCESS (estimated yearly costs)		
Password	45.00	
Connect Time (50 hours @ $100.00/hr.)[2]		5,000.00
TOTAL	$40,845.00	$8,065.90

[1] Purchase price in the United States.

[2] Includes long-distance telecommunications charges.

Cultural Division
COORDINATION COUNCIL FOR NORTH AMERICAN AFFAIRS
OFFICE IN U.S.A.
4201 Wisconsin Avenue, N.W. #20
Washington, DC 20016-2137
Tel: (202) 895-1918

October 30, 1990

Dr. Ted Brandherst
ERIC Processing & Reference Facility
ARC Professional Services Group
Information Systems Division
2440 Research Blvd., Suite 400
Rockville, MD 20850-3238

Dear Dr. Brandherst:

Per our telephone conversation yesterday, I am enclosing a name list of the visiting group of educational administrators from Taiwan that is scheduled to visit you in the afternoon (from 2:30 p.m. - 4:00 p.m.) of Nov. 21.

They expect to benefit the following topics from this visit for their future work after returning to the country.

1. Establishment of a National Institute of Educational Research
2. Function and goal of the Institute
3. Framework of the Institute
4. Operation
5. Employment of staff
6. Budget and allocation

I would deeply appreciate it if you could kindly make necessary arrangements of their visit.

Sincerely,

Fu-wei Kwang

1285

Fu-wei Kwang
Cultural Division

Enc.

中華民國教育研究發展訪問考察團

The Educational Visiting Group on Institute of Educational Research And Development of Republic of China

職銜 Position	姓名 Name	職位及服務機構名稱 Title & Name of Service Organization	
團長 Leader	吳清基 Dr. Wu, Ching Ji	中華民國教育部中等教育司司長 Director Secondary Education Department, Ministry of Education	
顧問 Advisor	黃政傑 Dr. Hwang, Jeng Jye	國立台灣師範大學教授 Professor National Taiwan Normal University	
團員 Member	柯燕華 Mrs. Ko, Yin Hwa	中華民國教育部會計處科長 Section Chief Account Department, Ministry of Education	
團員 Member	李孟潘 Mr. Lee, Meng Pan	中華民國教育部教育研究委員會組主任 Group Leader Educational Research Council, Ministry of Education	
團員 Member	吳永發 Mr. Wu, Yun Fa	中華民國教育部人事處科員 Department Staff Personnel Department, Ministry of Education	

Department of Secondary Education
Ministry of Education R. O. C.
Department of Education
National Taiwan Normal University

Ching-Ji Wu, Ph. D.
DIRECTOR GENERAL
PROFESSOR

NO. 5, CHUNG-SHAN S. RD.
TAIPEI, TAIWAN, R. O. C.
TEL: (02) 394-0267
FAX: (02) 322-4403

Jeng-Jye Hwang, Ph. D.
PROFESSOR, DEPARTMENT OF EDUCATION
DIRECTOR, CENTER FOR EDUCATIONAL RESEARCH

NATIONAL TAIWAN NORMAL UNIVERSITY

162, SEC. 1, HOPING EAST RD
TAIPEI 10610 TAIWAN, R. O. C.
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(02) 936-3343 (H)
FAX: (02) 393-9468

DIALOG

Dialog Information Services, Inc.
3460 Hillview Avenue
Palo Alto, CA 94304

A Knight-Ridder Company

CONTACT: Kathie Mulvey
Marketing Communications
800-3-DIALOG (800-334-2564)
or 415-858-3711

FOR IMMEDIATE RELEASE

DIALOG INTRODUCES EASY MENU SEARCHING

PALO ALTO, CA, 5 November 1990 -- At the ONLINE/CD-ROM '90 conference in Washington, DC today, Dialog Information Services, Inc. unveiled DIALOG Menus(sm), an easy-to-use menu-based version of its highly respected DIALOG* online information service.

DIALOG Menus is designed to bring the latest information directly to the desks of busy research, business, and information professionals. It offers menu-assisted access to more than 220 DIALOG databases covering the spectrum of subject areas -- from business and finance to science and engineering, biotechnology to current news. DIALOG Menus databases include the complete text of articles from more than 1,100 journals and newsletters, as well as directory listings, patent records, company financial statements, bibliographic citations, and more.

Drawing on technology used in the development of other successful menu-based DIALOG products and services such as DIALOG Business Connection* and

KNOWLEDGE INDEX*, the interface for DIALOG Menus was originally introduced in 1989 as part of DIALOG Corporate Connection* (DCC), a comprehensive information product intended for end users with little or no online searching experience.

Designed to be administered by information center managers, generally in large corporations or research centers, DIALOG Corporate Connection was an immediate hit with both the managers and their clients. GE's Whitney Library, an early subscriber to the service, received more than 120 password requests within a week, and typical comments have noted that, "The ability to search on my own is a real plus." DIALOG Corporate Connection has been equally well received in other organizations, and currently more than 2,000 subscribers are using the service.

The enthusiastic reaction to the menu structure encouraged DIALOG to extend this search option to all subscribers. Customers who elect to search using DIALOG Menus will have access to the same round-the-clock customer support for which Dialog is well known among professional researchers.

Dialog Information Services is the acknowledged world leader in electronic information access and delivery. The DIALOG service contains more than 380 databases used by over 125,000 customers in nearly 100 countries. For more information on DIALOG or the new DIALOG Menus, contact Dialog Marketing at 800-3-DIALOG (800-334-2564) or 415-858-3785, or via fax at 415-858-7069.

#######

*DIALOG, DIALOG Corporate Connection, DIALOG Business Connection, and KNOWLEDGE INDEX are servicemarks, registered U.S. Patent & Trademark Office, and DIALOG Menus is a servicemark, of Dialog Information Services, Inc., a Knight-Ridder company.

Number 10
Autumn – 1990

Dialog EUROPE News

DIALOG announces a new telecommunications option!

October 1st sees the opening of a new telecommunications route into DIALOG: BT Tymnet's **Global Network Service** (or **GNS**). GNS is a network with access points in 24 cities spread among nine European countries. Anyone can dial into these access points: no prior arrangement is needed. This new route provides an alternative to the present system, whereby our customers in most European countries must sign a contract with their national telecommunications service before they can be connected to DIALOG.

GNS currently offers nodes in the following countries:

Belgium
Denmark
France
Italy
The Netherlands
Sweden
Switzerland
United Kingdom
West Germany

GNS costs $12 per hour ($0.20 per minute) to use. Unlike many of the national data communications services, there are no extra per-character charges. All GNS charges will appear on your DIALOG invoice.

Full instructions on using GNS, including a list of telephone numbers, are being mailed out with this newsletter. The procedure, in summary, is as follows:

- *Dial your local GNS number*
- *Wait for the message* ***please enter your terminal identifier***
- *Type* ***A***
- *Wait for the message* ***please log in:***
- *Type* ***DIALOG***
- *DIALOG will ask you to log on as normal*

You should note that some GNS nodes only operate at a particular modem speed, while others operate at several speeds. Make sure that you choose the correct number for your modem. Some of these nodes support the MNP error-checking protocol: if your equipment also supports this protocol, you will find that line noise should be considerably reduced or eliminated.

Users in the UK should note that they can still access DIALOG via our DIALNET network, either by dialling directly to 071-955 1100, or by using the Dialplus route described in issue 8 of this newsletter. DIALNET costs only $10 per hour, and is therefore slightly cheaper than GNS.

We are very pleased to be able to announce this major new telecommunications route, and hope that you find it to be a significant enhancement to DIALOG access from Europe. ◊

SilverPlatter®

September 4, 1990

Dear SilverPlatter Subscriber

SilverPlatter is pleased to announce that the work on Version 2.0, our updated SPIRS (SilverPlatter Information Retrieval System) software, is nearing completion.

As you may have read in the last issue of our newsletter, *The SilverPlatter Exchange*, Version 2.0 includes a number of improvements to make searching easier for users. These enhancements include:

- New installation software to make it possible for the System Administrator to select the drive on which SPIRS will reside, the colors used in the display the default field for displaying, printing, and records, and enhancements to make installing SPIRS software even faster and easier.
- The **SHOW** function immediately displays the first record in retrieved set.
- Specific records may be marked for printing or downloading when viewing them during **SHOW**.
- Using **FIND**, **SHOW**, **PRINT** and **DOWNLOAD** functions is easier with improved menus.
- Accessing **HELP** is faster and more direct with the completely redesigned context sensitive **HELP** system.
- Changing the parameters for showing, printing, or downloading records is easier with the redesigned **OPTIONS** feature.
- Search strategies can be saved and used again during a subsequent session.
- Local Area Network compatibility.

Please Remember: Version 2.0 will require a hard disk drive and 640K of memory, as well as MS-DOS Extensions Version 2.0 or higher to ensure compatibility with the 9660 standard. If you have questions about these requirements, please call the Product Support Department at SilverPlatter.

In order to provide you with some advance information about Version 2.0, copies of the revised System Reference Guide will be mailed to you in November. You should receive your copy of Version 2.0 SPIRS software and the revised Manual in December.

We are looking forward to providing you with our enhanced software.

Sincerely,

SilverPlatter Information

1990

SilverPlatter Information, Inc.
One Newton Executive Park, Newton Lower Falls, MA 02162-1449, U.S.A. • TEL: 617-969-2332 • FAX: 617-969-5554
10 Barley Mow Passage, Chiswick, London, W4 4PH, England • TEL: 81-995-8242 • FAX: 81-995-5159

Micromedia Limited
Canada's Information People

158 Pearl Street
Toronto, Ontario
M5H 1L3

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Toll free
1-800-387-2689
Fax (416) 593-1760

September 4, 1990

Mr. Ted Brandhorst
Director
ERIC Processing and Reference Facility
2440 Research Blvd., Suite 550
Rockville, Maryland 20850-3238

Dear Mr. Brandhorst:

Micromedia is in the design stage of a Canadian education CD/ROM. We are placing a variety of databases on the same disc, including our own *Canadian Education Index*. The CEI also carries education records from Microlog, our report clearinghouse database that is much like ERIC.

In addition, we will include information on education-related associations derived from our *Directory of Associations in Canada*, and detail on libraries and information centres extracted from our *Canadian Library Yearbook*.

We also have agreements in principle with the Canadian Education Association to include their *Ki-es-Ki*, a Who's Who in education in Canada, and with the Ontario Ministry of Education to include the ONTERIS database.

We would like to add ERIC records of Canadian origin. Maureen Davis suggested I should contact you on this matter. As with all sources, ERIC records would be presented as a distinct group, to be chosen from a menu. Using "CANADA", as well as the individual province names as "Country of Origin", 4100 records are found in ERIC for the years 1980-90, and 1860 for the years 1985-90. In effect, Canadian coverage by year is roughly 400 records.

Would you be so kind as to send detail on the availability of ERIC tapes for such applications. As well, I would be most interested in your comments and questions on our strategy.

I look forward to hearing from you on this matter.

Yours truly,

Frank X. Gagné
Manager, Product Development

cc: Maureen Davis

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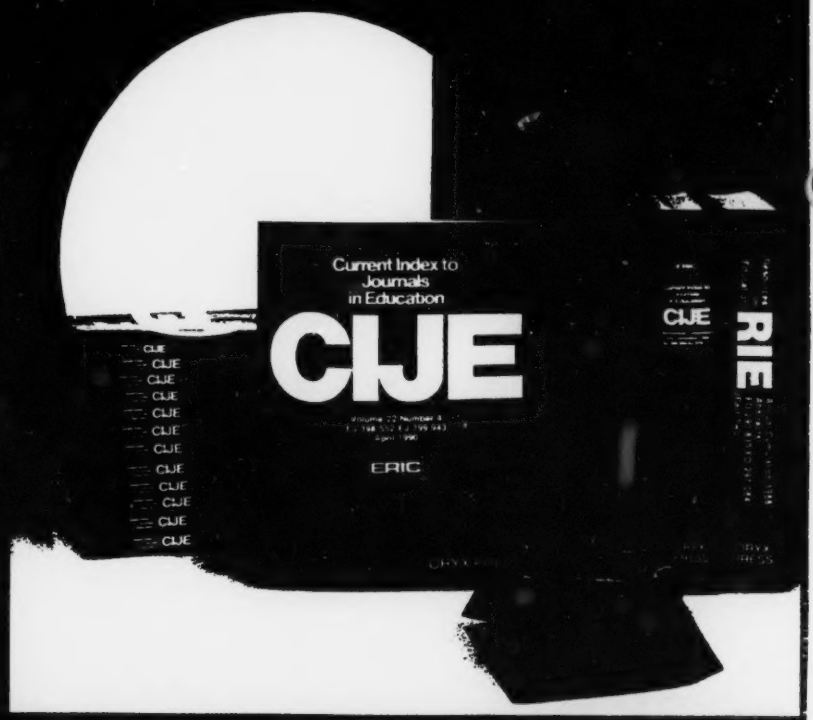

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National Certification for Teachers: A Dialogue.
Sykes, Gary *NEA Today;* v7 n6 p6-12 Jan 1989
Descriptors: Higher Education; *Teacher Certification; *Teacher Evaluation; Excellence in Education; Competence; National Programs; Teachers; Standards
Identifiers: National Board for Professional Teaching Standards; Knowledge Base for Teaching

This article describes the National Board for Professional Teaching Standards, which is establishing an assessment process to certify teachers who show a high level of competence. A hypothetical meeting in 1995 is described at which experienced teachers offer opinions on national certification discussing whether it is possible to measure quality. (SM)

EJ 404 415 SO 520 355
Selecting Music for High School Pop Groups.
Santy, Jeff *Music Educators Journal;* v76 n5 p36-37 Jan 1990 (Reprint: UMI)
Descriptors: *Music Education; Secondary Education; *Music Teachers; Participative Decision Making; *Popular Culture; Teacher Role; Student Participation; *Bands (Music); High Schools
Identifiers: *Popular Music

Describes the criteria a high school music teacher used to select music for a new non-traditional class titled "Pop Band." Lists criteria that each song must have: playability, special feature, popular appeal, variety, artist's qualification, and appropriateness. Students took an active role in the decision-making process. (GG)

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EJ 403 559 CG 536 967
Are Young Adults' Suicides Psychologically Different from Those of Other Adults? Leenaars, Antoon A. *Suicide and Life-Threatening Behavior:* v19 n3 p249-63 Fall 1989 (Reprint: UMI)
Descriptors: *Suicide; *Age Differences; *Young Adults; Adults; *Psychological Patterns; *Adult Development; Foreign Countries
Identifiers: Canada

Compared young (aged 18-25) and other adults on characteristics of suicide, examining unbearable psychological pain, interpersonal relations, rejection-aggression, inability to adjust, indirect expressions, identification-egression, ego, and cognitive constriction. Found that young adults' suicides did differ psychologically in a number of patterns, but that considerable commonalities existed across the adult life span. (Author/NB)

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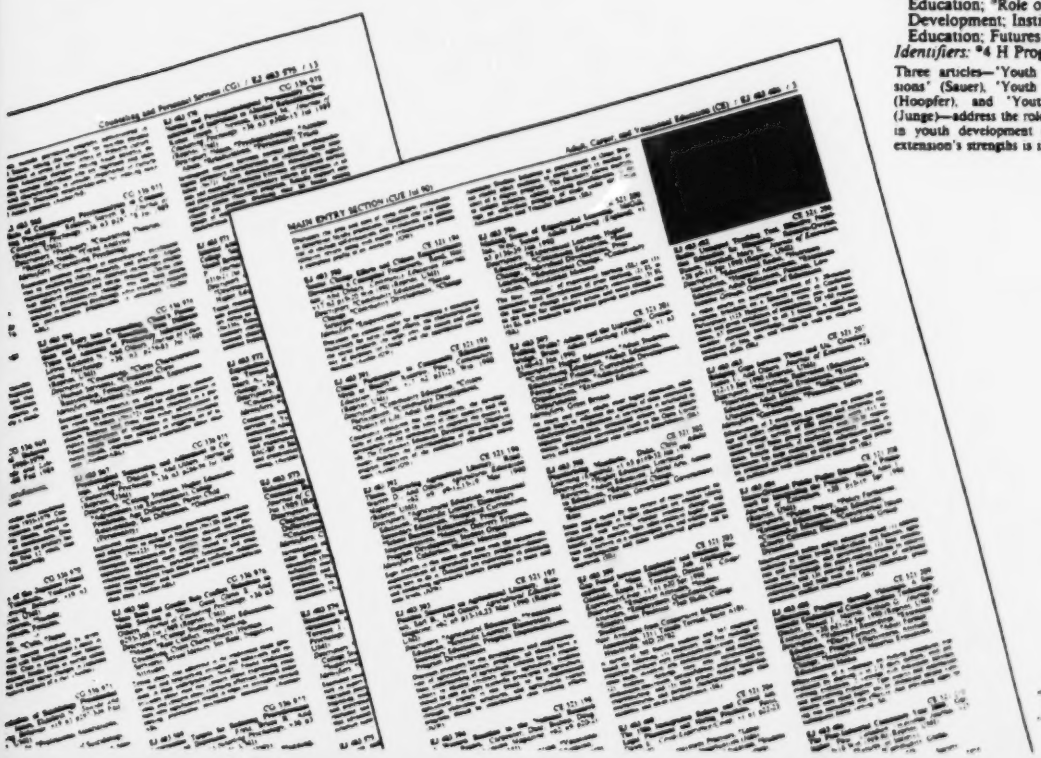
EJ 403 401 CE 521 205
To the Point: Youth at Risk. Sauer, Richard J.; And Others *Journal of Extension:* v28 p4-8 Spr 1990 (Reprint: UMI)
Descriptors: *High Risk Students; *Extension Education; *Role of Education; *Student Development; Institutional Mission; Secondary Education; Futures (of Society)
Identifiers: *4 H Programs

Three articles—'Youth at Risk: Extension's Hard Decisions' (Sauer), 'Youth Are at Risk and So Are We...' (Hoopfer), and 'Youth at Risk—Time for Action' (Junge)—address the role of cooperative extension and 4-H in youth development and why leadership arising from extension's strengths is imperative. (SK)



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EC	147	16	13	1389
FL	103	11	8	686
HE	172	19	12	1119
IR	124	33	0	1396
JC	19	2	6	192
PS	111	10	0	784
RC	43	9	0	352
SE	203	22	2	1114
SO	149	17	1	1169
SP	83	8	9	874
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PS	72	6	9	856
RC	44	9	6	396
SE	201	25	9	1315
SO	83	13	0	1252
SP	69	11	1	943
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EC	145	21	0	1679
FL	63	11	4	821
HE	145	14	12	1342
IR	88	30	0	1655
JC	11	1	0	241
PS	58	5	0	914
RC	35	8	5	431
SE	113	19	0	1428
SO	86	12	0	1338
SP	52	7	1	995
TM	68	11	0	684
UD	60	6	0	746
GRAND TOTALS	1316	206	25	18032

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CIJE SOURCE JOURNAL INDEX UPDATE
FOR OCT90

Name Changes

CE Convergence: An International Journal of Adult Education to Convergence

CS Central States Speech Journal to Communication Studies

CS Pre/Text: An International Journal of Rhetoric to Pre/Text

FL Unterrichtspraxis to Unterrichtspraxis/Teaching German

IR Laserdisk Professional to CD-ROM Professional

IR Simulation and Games to Simulation & Gaming

SE Children and Animals to KIND

SO Teaching Political Science to Perspectives on Political Science

Journal Additions

CE Generations

CE Canadian Journal of University Continuing Education

EA School Organisation

RC Alberta Journal of Educational Research

RC Northeast Indian Quarterly

TM Journal of Personnel Evaluation in Education

UD Policy Review

Journal Deletions

CE Industrial Education

CE Journal of Rehabilitation

RC Appalachian Journal

SE New Journalism Quarterly

RC Winds of Change

SE European Journal of Science Education

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Name Changes

CE Australian Journal of Adult Education to Australian Journal of Adult and Community Education

FL Journal of Educational Techniques and Technologies to IALL Journal of Language Learning Technologies

Journal Additions

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SEND MF TO: Organization Contact

College of Marin
Kentfield, CA 94904
CH: JC START DATE: 90
LEVEL: 2 AUTHORIZER: P. Kassebaum
NOTE: Blanket, automatic
SEND MF TO: Organization Contact

Colorado Commission on Higher Education
Fort Collins, CO 80526
EFAA: 286 START DATE: 83
LEVEL: 1 AUTHORIZER: G. Golins
NOTE: Blanket, DELETE: Colorado Lifelong Learning Project
SEND MF TO: Contributor/Author

Colorado Outward Bound School
Denver, CO 80203
CH: RC START DATE: 83
LEVEL: 1 AUTHORIZER: M. Udall
NOTE: Blanket, scope
SEND MF TO: Organization Contact

Colorado State Dept. of Health
Migrant Health Program
Denver, CO 80220
CH: RC START DATE: 84
LEVEL: 1 AUTHORIZER: S. McMullen
NOTE: Blanket, monitor & request, scope, cite availability: Colorado Migrant Health Program
SEND MF TO: Contributor/Author

Columbia University
East Asian Institute
New York, NY 10027
CH: SO START DATE: 90
LEVEL: 2 AUTHORIZER: R. Martin
NOTE: Blanket for East Asian Curriculum Project publications, monitor & request, cite availability
SEND MF TO: Organization Contact

Connecticut State Dept. of Education
Div. of Vocational, Technical and Adult Education
Bureau of Vocational Services
Middletown, CT 06457
CH: CE START DATE: 80
LEVEL: 1 AUTHORIZER: V. K. Dunn
NOTE: Blanket, automatic for selected materials produced by Perkins Act grantees
SEND MF TO: Contributor/Author

Counseling and Human Development Foundation
Alexandria, VA 22304
CH: CG START DATE: 90
LEVEL: 1 AUTHORIZER: S. Wurtz
NOTE: Blanket
SEND MF: Organization Contact

District of Columbia Public Schools
Library/Media Services
School Library Media Service
Washington, DC 20002
CH: IR START DATE: 90
LEVEL: 1 AUTHORIZER: B. D. Bonner
NOTE: Blanket
SEND MF TO: Contributor/Author

District of Columbia Public Schools
State Education Agency for Vocational and Adult Education
Browne Administrative Unit
Washington, DC 20002
CH: CE START DATE: 80
LEVEL: 1 AUTHORIZER: C. M. Bell
NOTE: Blanket
SEND MF TO: Organization Contact

District of Columbia University
Dept. of Adult Education
Washington, DC 20001
CH: CE START DATE: 90
LEVEL: 1 AUTHORIZER: C. N. Blake
NOTE: Blanket, automatic
SEND MF TO: Organization Contact

Eastern Kentucky University
Training Resource Center
Dept. of Correctional Services
Richmond, KY 40475
CH: CE START DATE: 90
LEVEL: 1 AUTHORIZER: P. Lawrenz
NOTE: Blanket
SEND MF TO: Organization Contact

Education Commission of the States
Denver, CO 80202
EFAA: 189 START DATE: 78
LEVEL: 1 AUTHORIZER: S. F. Walker
NOTE: Blanket, automatic
SEND MF TO: Contributor/Author

Education Development Center
Women's Educational Equity Act Publishing Center or WEEA Pub. Center
Newton, MA 02160
EFAA: 257 START DATE: 81
LEVEL: 1 AUTHORIZER: K. Hanson
NOTE: Blanket, automatic, cite availability
SEND MF TO: Contributor/Author

Educational Priorities Panel
New York, NY
EFAA: 231
NOTE: DELETED Arrangement

Employment and Training Administration (DOL)
Office of Youth Programs
Washington, DC
EFAA: 153
NOTE: DELETED Arrangement

European Centre for Leisure and

Education
Prague 110 00
CZECHOSLOVAKIA
CH: CE START DATE: 90
LEVEL: 1 AUTHORIZER: I. Savicky
NOTE: Blanket for Adult Education in Europe Series, Philosophy of Education for the 21st Century
SEND MF TO: Contributor/Author

Falmer Press
Bristol, PA 19007
CH: EA START DATE: 90
LEVEL: 1 AUTHORIZER: E. Streisand
NOTE: Blanket, cite availability
SEND MF TO: Organization Contact

Florida Educational Research Association
Tampa, FL 33620
CH: TM START DATE: 90
LEVEL: 1 AUTHORIZER: L. M. Carey
NOTE: Blanket for "Florida Journal of Educational Research"; located at the University of South Florida
SEND MF TO: Contributor/Author

Florida Educational Research Council, Inc.
Sanibel, FL 33957
EFAA: 151 START DATE: 78
LEVEL: 1 AUTHORIZER: C. T. Council
NOTE: Blanket, automatic, cite availability,
Formerly: Florida Educational Research and Development Council, Inc. located at Fort Myers, FL
SEND MF TO: Contributor/Author

Further Education Staff College
Coombe Lodge
Bristol B518 6RG
ENGLAND
EFAA: 288 START DATE: 84
LEVEL: 1 AUTHORIZER: P. Toogood
NOTE: Blanket for selective pubs., monitor & request, cite availability
SEND MF TO: Contributor/Author

Further Education Unit
London WC2H 7WE
ENGLAND
CH: CE START DATE: 90
LEVEL: 1 AUTHORIZER: J. Love
NOTE: Blanket, automatic
SEND MF TO: Organization Contact

Genesco Board of Cooperative Educational Services
Migrant Center
Geneseo, NY 14454
CH: RC START DATE: 90
LEVEL: 1 AUTHORIZER: R. Lynch
NOTE: Blanket
SEND MF TO: Contributor/Author

Georgia State Dept. of Education
Atlanta, GA 30334
EFAA: 108 START DATE: 76
LEVEL: 1 AUTHORIZER: A. Moughon
NOTE: Blanket, automatic, cite availability & copyright when noted
SEND MF TO: Organization Contact

Germanna Community College
Locust Grove, VA 22508
CH: JC START DATE: 90
LEVEL: 1 AUTHORIZER: H. W. Ward
NOTE: Blanket, automatic
SEND MF TO: Contributor/Author

Getty Center for Education in the Arts
Douglas, MI 49406
CH: SO START DATE: 90
LEVEL: 1 AUTHORIZER: V. J. Rosenberg
NOTE: Blanket, monitor & request
SEND MF TO: Organization Contact

Global Horizons
The Center for Applied Ecosocial Studies
Port Charlotte, FL 33954
CH: RC START DATE: 83
LEVEL: 1 AUTHORIZER: R. Peters
NOTE: Blanket, automatic, scope
SEND MF TO: Organization Contact

Grossmont College
Disabled Student Services
El Cajon, CA 92020
CH: JC START DATE: 90
LEVEL: 1 AUTHORIZER: M. Lee
NOTE: Blanket, automatic, scope
SEND MF TO: Contributor/Author

Harvard University
Inst. for International Development
Project BRIDGES
Cambridge, MA 02138
CH: EA START DATE: 90
LEVEL: 1 AUTHORIZER: B. J. Joy
NOTE: Blanket, cite availability
SEND MF TO: Contributor/Author

Hogeschool Gelderland
Centre for International Education
Nijmegen 6503 NH
NETHERLANDS
CH: FL START DATE: 90
LEVEL: 1 AUTHORIZER: G. Willems
NOTE: Blanket for Language Projects pubs.
SEND MF TO: Organization Contact

Household Financial Services
Money Management Institute
Prospect Heights, IL 60070
CH: CE START DATE: 90
NOTE: Now Money Management Institute of Household International

Idaho State Div. of Vocational Education
Boise, ID 83720
CH: CE START DATE: 88
LEVEL: 1 AUTHORIZER: T. Anderson
NOTE: Blanket
SEND MF TO: Contributor/Author

Illinois State Dept. of Commerce and Community Affairs
Office of Urban Assistance
Springfield, IL 62701
CH: CE START DATE: 90
LEVEL: 1 AUTHORIZER: J. W. Moulton
NOTE: Blanket
SEND MF TO: Contributor/Author

Illinois State Dept. of Public Aid
Bureau of Long Term Care
Springfield, IL 62763
CH: CG START DATE: 89
LEVEL: 1 AUTHORIZER: J. Merritt
NOTE: Blanket, automatic
SEND MF TO: Organization Contact

Illinois University
Computer-Based Educational Research Lab (CERL)
Urbana, Il 61801
EFAA: 129 START DATE: 77
LEVEL: 1 AUTHORIZER: J. L. Pence
NOTE: Blanket
SEND MF TO: Contributor/Author

Indiana Historical Bureau
Indianapolis, IN 46204
CH: SO START DATE: 90
LEVEL: 1 AUTHORIZER: P. J. Bennett
NOTE: Blanket, monitor & request
SEND MF TO: Organization Contact

Indiana State Commission for Higher Education
Indianapolis, IN 46204
CH: JC START DATE: 90

LEVEL: 1 AUTHORIZER: H. J. Hector
NOTE: Blanket, automatic, scope
SEND MF TO: Contributor/Author

Indiana State Dept. of Education
Vocational Education Section
Indianapolis, IN 46214
CH: CE START DATE: 90
LEVEL: 1 AUTHORIZER: K. A. Powers
NOTE: Blanket
SEND MF TO: Contributor/Author

Institute for Literacy Studies
Bronx, NY 10468
CH: LE
NOTE: See: City University of New York

Intercultural Development Research Association
San Antonio, TX 78228
CH: LE START DATE: 90
LEVEL: 1 AUTHORIZER: E. Garza
NOTE: Blanket, automatic
SEND MF TO: Organization Contact

International Association for Educational Data Systems
Washington, DC 20036
CH: IR START DATE: 81
LEVEL: 1 AUTHORIZER: S. Eastwood
NOTE: Blanket, formerly: Association for Educational Data Systems
SEND MF TO: Organization Contact

International Association for the Evaluation of Educational Achievement
Hague 2717GK
NETHERLANDS
CH: TM START DATE: 90
LEVEL: 1 AUTHORIZER: W. Loxley
NOTE: Blanket, except as noted by authorizer
SEND MF TO: Organization Contact

International Bureau of Education
UNESCO
Geneva 1211
SWITZERLAND
EFAA: 331 START DATE: 90
NOTE: Individual release, monitor & request, cite availability
CONTACT: Liliane Berney, Head of Documentation & Information Unit
SEND MF TO: Organization Contact

International Council for Computers in Education (ICCE)
Eugene, OR
CE: IR
NOTE: See: International Society for Technology in Education

International Institute of Rhode Island
Providence, RI 02907
CH: LE START DATE: 90
LEVEL: 1 AUTHORIZER: J. Isserlis
NOTE: Blanket, automatic
SEND MF TO: Organization Contact

International Society for Technology in Education
Eugene, OR 97403
CH: IR START DATE: 84
LEVEL: 2 AUTHORIZER: D. Moursund
NOTE: Blanket for monographs, cite availability, formerly ICCE
CONTACT: Chief Executive Officer
SEND MF TO: Organization Contact

International Women's Rights Action Watch
Women, Public Policy and Development Project
Minneapolis, MN 55455
CH: SO START DATE: 90
LEVEL: 1 AUTHORIZER: M. A. Freeman
NOTE: Blanket, monitor & request, cite availability
SEND MF TO: Contributor/Author

Iowa Global Education Association
Muscatine, IA 52761
CH: SO START DATE: 90
LEVEL: 1 AUTHORIZER: J. Goldsberry
NOTE: Blanket for "The Global I", monitor & request, cite availability
SEND MF TO: Organization Contact

Johnson O'Connor Research Foundation, Inc.
Research Department
Chicago, IL 60611
EFAA: 233 START DATE: 80
LEVEL: 1 AUTHORIZER: R. F. Kyle
NOTE: Blanket, automatic for Technical Reports
SEND MF TO: Contributor/Author

Kansas State Dept. of Education
Topeka, KS 66612
EFAA: 125 START DATE: 77
LEVEL: 1 AUTHORIZER: R.L. Gast
NOTE: Blanket, automatic
SEND MF TO: Contributor/Author

Kansas State Dept. of Education
Vocational Education Section
Topeka, KS 66612
CH: CE START DATE: 90
LEVEL: 1 AUTHORIZER: T. Moore
NOTE: Blanket
SEND MF TO: Contributor/Author

Kansas State University
Center for Rural Education and Small Schools
Manhattan, KS 66506
CH: RC START DATE: 90
LEVEL: 1 AUTHORIZER: B. Havlicek
NOTE: Blanket, automatic
SEND MF TO: Organization Contact

Kansas State University
Rural Clearinghouse for Lifelong Education and Development
Manhattan, KS 66506
CH: RC START DATE: 89
LEVEL: 2 AUTHORIZER: G. Bailey
NOTE: Blanket
SEND MF TO: Organization Contact

Kansas University
Bureau of Child Research
Beach Center on Family & Disability
Lawrence, KS 66045
CH: EC START DATE: 90
LEVEL: 1 AUTHORIZER: H. Shaffer
NOTE: Blanket
SEND MF TO: Organization Contact

Katimavik
Montreal, Quebec H3C 3R4
CANADA
CH: RC
NOTE: DELETED Arrangement

Leeds University
Lancaster-Leeds Language Learning in Large Classes Project
Leeds LS2 9JT
ENGLAND
CH: FL START DATE: 90
LEVEL: 1 AUTHORIZER: H. Coleman
NOTE: Blanket for project reports, automatic, cite availability
SEND MF TO: Organization Contact

Library of Congress
National Library Service for the Blind & Physically Handicapped

Washington, DC 20542
EFAA: 4 START DATE: 71
LEVEL: 1
NOTE: Federal agency, monitor & request, Formerly: Div. for the Blind and Physically Handicapped
SEND MF TO: Contributor/Author

Literacy Assistance Center
New York, NY 10038
CH: LE START DATE: 90
LEVEL: 1 AUTHORIZER: A. M. Covert
NOTE: Blanket, monitor & request
SEND MF TO: Organization Contact

Los Rios Community College District
Office of Planning and Research
Sacramento, CA 95825
CH: JC START DATE: 90
LEVEL: 1 AUTHORIZER: J. C. Jones
NOTE: Blanket, automatic
SEND MF TO: Organization Contact

Louisianna State University
School of Library & Information Science
Baton Rouge, LA 70808
CH: IR START DATE: 90
LEVEL: 1 AUTHORIZER: K. M. Heim
NOTE: Blanket
SEND MF TO: Organization Contact

Maine State Dept. of Education and Cultural Services
Augusta, ME 04333
EFAA: 330 START DATE: 90
LEVEL: 1 AUTHORIZER: E. M. Bither
NOTE: Blanket, automatic
CONTACT: Public Information Director at State Library
SEND MF TO: Organization Contact

Maine State Dept. of Education and Cultural Services
Bureau of Adult and Secondary Vocational Education
Augusta, ME 04333
CH: CE START DATE: 90
LEVEL: 1 AUTHORIZER: C. D. Lyons
NOTE: Blanket
SEND MF TO: Contributor/Author

Mandle (Louis I.) and Associates
Cedar Rapids, IA 52403
CH: CE START DATE: 90
LEVEL: 1 AUTHORIZER: L. Mandle
NOTE: Blanket
SEND MF TO: Contributor/Author

Manitoba Dept. of Education and Training
Winnipeg, Manitoba R3G 0T3
CANADA
EFAA: 241 START DATE: 81
LEVEL: 1 AUTHORIZER: L. Derkach
NOTE: Blanket, automatic; Formerly:
Manitoba Dept. of Education
CONTACT: J. Tooth, Director Instructional Resources Branch
SEND MF TO: Organization Contact at P.O. Box 3

Manpower Demonstration Research Corp.
New York, NY 10016
EFAA: 307 START DATE: 86
LEVEL: 1 AUTHORIZER: J. S. Greissman
NOTE: Blanket, automatic, cite availability
SEND MF TO: Contributor/Author

Maricopa Community College
Center for Learning and Instruction
Phoenix, AZ 85034
CH: JC START DATE: 90
LEVEL: 1 AUTHORIZER: A. G. de los Santos
NOTE: Blanket, automatic
SEND MF TO: Contributor/Author

Marin College
Kentfield, CA
CH: JC
NOTE: See: College of Marin

Maryland State Dept. of Education
Div. of Vocational-Technical Education
Baltimore, MD 21201
CH: CE START DATE: 88
LEVEL: 1 AUTHORIZER: L. M. Gilli
NOTE: Blanket, montior & request
SEND MF TO: Contributor/Author

Massachusetts University
Center for International Education
Amherst, MA 01003
EFAA: 194 START DATE: 79
LEVEL: 2 AUTHORIZER: R. Bosch
NOTE: Blanket, cite availability
SEND MF TO: Contributor/Author

Mid-America Vocational Curriculum Consortium
Stillwater, OK 74074
CH: CE START DATE: 90
LEVEL: 2 AUTHORIZER: R. Brannon
NOTE: Blanket
SEND MF TO: Organization Contact

Mid-Atlantic Equity Center
Washington, DC 20016
EFAA: 335
NOTE: See American University, Mid-Atlantic Equity Center

Minnesota Educational Computing Consortium
St. Paul, MN 55126
CH: IR START DATE: 90
LEVEL: 2 AUTHORIZER: D. Rawitsch
NOTE: Blanket
SEND MF TO: Organization Contact

Minnesota State Board of Vocational-Technical Education
St. Paul, MN 55101
CH: CE START DATE: 90
LEVEL: 1 AUTHORIZER: H. Henrie
NOTE: Blanket
SEND MF TO: Organization Contact

Minnesota University
Center for Residential and Community Services
Institute on Community Integration
Minneapolis, MN 55455
CH: EC START DATE: 90
LEVEL: 1 AUTHORIZER: B. K. Hill
NOTE: Blanket
SEND MF TO: Organization Contact

Minnesota University
Minnesota Research and Development Center for Vocational Education
St. Paul, MN 55108
CH: CE START DATE: 81
LEVEL: 1 AUTHORIZER: J. Brown
NOTE: Blanket
SEND MF TO: Contributor/Author

Mississipi Band of Choctaw Indians
Choctaw Tribal Schools
Philadelphia, MS 39350
CH: RC START DATE: 85
LEVEL: 1 AUTHORIZER: M. E. Franks
NOTE: Blanket, automatic, scope, cite availability
SEND MF TO: Organization Contact

Missouri State Dept. of Conservation
Education Section

Jefferson City, MO 65109
CH: RC START DATE: 79
LEVEL: 1 AUTHORIZER: D. K. Heard
NOTE: Blanket, automatic, scope
SEND MF TO: Contributor/Author

Missouri State Dept. of Elementary and Secondary Education
Jefferson City, MO 65102
EFAA: 327 START DATE: 90
LEVEL: 2 AUTHORIZER: R. E. Bartman
NOTE: Blanket, monitor & request
CONTACT: O. Baker, Assistant Commissioner for Instruction
SEND MF TO: Organization Contact

Missouri University
Instructional Materials Laboratory
Columbia, MO 65211
CH: CE START DATE: 90
LEVEL: 2 AUTHORIZER: H. Schlichting
NOTE: Blanket
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Missouri University
Missouri LINC
Columbia, MO 65211
CH: CE START DATE: 90
LEVEL: 1 AUTHORIZER: A. Boyer-Stephens
NOTE: Blanket, cite availability
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Money Management Institute of Household International
Prospect Heights, IL 60070
CH: CE START DATE: 88
LEVEL: 2 AUTHORIZER: J.E. Bryant
NOTE: Blanket, automatic, formerly: Household Financial Services
SEND MF TO: Contributor/Author

Movement for Canadian Literacy
Ottawa, Ontario K1R 6K7
CANADA
CH: LE START DATE: 90
LEVEL: 1 AUTHORIZER: J. Macdonald
NOTE: Blanket, automatic
SEND MF TO: Organization Contact

Music Educators National Conference
Reston, VA 22091
CH: SO START DATE: 89
LEVEL: 2 AUTHORIZER: M. A. Cameron
NOTE: Blanket, monitor & request
SEND MF TO: Organization Contact

National Academy Press
National Academy of Sciences
Washington, DC 20418
EFAA: 339 START DATE: 90
LEVEL: 2 AUTHORIZER: K. Barranco
NOTE: Blanket, cite availability
SEND MF TO: Organization Contact

National Advisory Council on Women's Educational Programs
Washington, DC
EFAA: 248
NOTE: DELETED Arrangement

National Alliance of Business
Washington, DC 20005
CH: CE START DATE: 90
LEVEL: 2 AUTHORIZER: N. Syrek
NOTE: Blanket, cite availabilty
SEND MF TO: Contributor/Author

National Archives & Records Administration
Archives Library Information Center
Washington, DC 20408
EFAA: 338 START DATE: 90
LEVEL: 1 AUTHORIZER: L. Churchville
NOTE: Federal agency, atuomatic
SEND MF TO: Organization Contact

National Center for Postsecondary Governance and Finance
Research Center
Tempe, AZ 85287
CH: JC START DATE: 90
LEVEL: 1 AUTHORIZER: R. C. Richardson
NOTE: Blanket, automatic; located at Arizona State University
SEND MF TO: Contributor/Author

National Clearinghouse for Bilingual Education (NCBE)
Washington, DC 20037
CH: FL START DATE: 88
LEVEL: 1 AUTHORIZER: J. Gomez
NOTE: Blanket, monitor & request, cite availibility
SEND MF TO: Organization Contact

National Community Eductional Association
Alexandria, VA 22314
CH: CE START DATE: 90
LEVEL: 1 AUTHORIZER: M. R. Boo
NOTE: Blanket for Community Education Journal
SEND MF TO: Contributor/Author

National Conference of State Legislatures
Denver, CO 80202
EFAA: 337 START DATE: 90
LEVEL: 2 AUTHORIZER: G. Loos
NOTE: Blanket, automatic
SEND MF TO: Organization Contact

National Development Centre for Educational Management and Policy
Bristol BS8 1JA
ENGLAND
CH: EA START DATE: 90
LEVEL: 1 AUTHORIZER: A. H. Spencer
NOTE: Blanket
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National Foreign Language Center
Washington, DC 20036
CH: FL START DATE: 90
LEVEL: 1 AUTHORIZER: R. D. Lambert
NOTE: Blanket, automatic, cite availability
SEND MF TO: Organization Contact

National Gallery of Art
Washington, DC 20565
CH: SO START DATE: 89
LEVEL: 1 AUTHORIZER: F. P. Smith
NOTE: Blanket, monitor & request
SEND MF TO: Organization Contact

National Home Study Council
Washington, DC 20008
EFAA: 276 START DATE: 82
LEVEL: 1 AUTHORIZER: S. R. Welch
NOTE: Blanket, automatic
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National Institute for Work and Learning
Academy for Educational Development
Washington, DC 20037
EFAA: 258 START DATE: 81
LEVEL: 2 AUTHORIZER: I. Charner
NOTE: Blanket, monitor & request, cite availability

SEND MF TO: Contributor/Author

National Institute on Drug Abuse
Rockville, MD 20857
EFAA: 13 START DATE: 71
NOTE: No longer part of National Clearinghouse for Drug Abuse Information

National Policy Board for Educational Administration
Charlottesville, VA 22903
CH: EA START DATE: 90
LEVEL: 1 AUTHORIZER: T. A. Astuto
NOTE: Blanket for Notes on Reform series
SEND MF TO: Organization Contact

National Rural Education Association
Fort Collins, CO 80523
CH: RC START DATE: 89
LEVEL: 1 AUTHORIZER: J. Newlin
NOTE: Blanket, located at Colorado State University
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National School Public Relations Association
Arlington, VA 22209
EFAA: 49 START DATE: 72
LEVEL: 2 AUTHORIZER: K. Bradshaw
NOTE: Blanket except series, automatic, cite availability, Clem Cleveland for copyright information
SEND MF TO: Contributor/Author

National Science Foundation
Div. of Undergraduate Science
USEME/SEE
Washington, DC 20550
CH: JC START DATE: 90
LEVEL: 1 AUTHORIZER: S. Halfon
NOTE: Blanket, automatic, cite availability
SEND MF TO: Contributor/Author

National Swedish Board of Education
Stockholm
SWEDEN
EFAA: 209
NOTE: See: Swedish National Board of Education

National Technical Institute for the Deaf
Rochester, NY 14623
EFAA: 267 START DATE: 81
LEVEL: 1 AUTHORIZER: G. Walter
NOTE: Blanket, automatic
SEND MF TO: Contributor/Author

Native American Development Corp.
Washington, DC 20036
CH: RC START DATE: 90
LEVEL: 1 AUTHORIZER: E. T. Colosimo
NOTE: Blanket
SEND MF TO: Organization Contact

Native Courtworker and Counseling Asssociation
Vancouver, British Columbia, V6H 2PB
CANADA
CH: RC
NOTE: DELETED Arrangement

New York City Board of Education
Div. of Computer Information Services
Brooklyn, NY 11229
EFAA: 333 START DATE: 90
LEVEL: 2 AUTHORIZER: D. Klein
NOTE: Blanket, automatic, cite availability
SEND MF TO: Organization Contact

New York City Board of Education
Office of Research, Evaluation and Assessment
Brooklyn, NY 11201
EFAA: 312 START DATE: 87
NOTE: Formerly: Office of Educational Assessment

New York Metropolitan Reference and Research Library
New York, NY 10018
CH: IR
NOTE: DELETED Arrangement

North Dakota State Dept. of Public Instruction
Bismarck, ND 58505
EFAA: 340 START DATE: 90
LEVEL: 1 AUTHORIZER: R. Torgeson
NOTE: Blanket, monitor & request
SEND MF TO: Organization Contact

Northern Virginia Community College
MDW Partnership
Alexandria, VA 22311
CH: JC START DATE: 89
LEVEL: 1 AUTHORIZER: S. C. Werner
NOTE: Blanket, automatic for selective pubs.
SEND MF TO: Contributor/Author

Of Cabbages and Kids
Madison, WI 53711
CH: SO START DATE: 90
LEVEL: 1 AUTHORIZER: S. R. Converse
NOTE: Blanket, monitor & request
SEND MF TO: Organization Contact

Ohio State Dept. of Education
Adult and Community Education Section
Columbus, OH 43266
CH: CE START DATE: 88
LEVEL: 1 AUTHORIZER: J. Bowling
NOTE: Blanket
SEND MF TO: Contributor/Author

Ohio State Dept. of Education
Div. of Vocational Education
Columbus, OH 43266
CH: CE START DATE: 80
LEVEL: 1 AUTHORIZER: R. Somers
NOTE: Blanket
SEND MF TO: Contributor/Author

Oklahoma State Dept. of Education
Library and Learning Resources Section
Oklahoma City, OK 73105
CH: IR START DATE: 90
LEVEL: 1 AUTHORIZER: B. Spriestersbach
NOTE: Blanket
SEND MF TO: Contributor/Author

Oklahoma State Dept. of Vocational and Technical Education
Curriculum and Instructional Materials Center
Stillwater, OK 74074
CH: CE START DATE: 80
LEVEL: 2 AUTHORIZER: B. Stacy
NOTE: Blanket, cite availability
SEND MF TO: Contributor/Author

Oklahoma University
School of Library and Information Science
Norman, OK 73019
CH: IR START DATE: 90
LEVEL: 1 AUTHORIZER: R. Smiolie
NOTE: Blanket
CONTACT: Department Chairman
SEND MF TO: Contributor/Author

Older Women's League
Washington, DC 20001
CH: CE START DATE: 90
LEVEL: 1 AUTHORIZER: M. Mann
NOTE: Blanket
SEND MF TO: Contributor/Author

Ontario Secondary School Teachers Federation (OSSTF)
Toronto, Ontario M4A 2P3
CANADA
EFAA: 152 START DATE: 78
LEVEL: 1 AUTHORIZER: K. Crouse
NOTE: Blanket for resource booklets
SEND MF TO: Contributor/Author

Open University (The)
Inst. of Educational Technology
Milton Keynes MK7 6AA
ENGLAND
EFAA: 240 START DATE: 81
LEVEL: 1 AUTHORIZER: C. J. Lawless
NOTE: Blanket for CITE, CALRG & SRC reports and TCC working papers
SEND MF TO: Contributor/Author

Oregon State Dept. of Education
Salem, OR 97310
EFAA: 304 START DATE: 85
LEVEL: 1 AUTHORIZER: S. C. Lesh
NOTE: Blanket, automatic
CONTACT: Resource Center
SEND MF TO: Organization Contact

Pennsylvania State University
Center for Continuing and Graduate Education
Monroeville, PA 15146
CH: CE START DATE: 87
LEVEL: 1 AUTHORIZER: B. A. Quigley
NOTE: Blanket; Formerly: Regional Continuing Education Center
SEND MF TO: Contributor/Author

Pennsylvania State University
Office of Continuing Professional Education
Div. of Planning Studies
University Park, PA 16801
CH: CE START DATE: 80
LEVEL: 1 AUTHORIZER: D. S. Queeney
NOTE: Blanket, automatic, cite availability
SEND MF TO: Organization Contact

Pennsylvania University
Literacy Research Center
Philadelphia, PA 19104
CH: LE START DATE: 90
LEVEL: 1 AUTHORIZER: D. A. Wagner
NOTE: Blanket, monitor & request; automatic for newsletter
SEND MF TO: Organization Contact

Pittsburg State University
Curriculum Resource Center
Pittsburg, KS 66762
CH: CE START DATE: 80
LEVEL: 1 AUTHORIZER: M. Johnson
NOTE: Blanket, automatic
SEND MF TO: Contributor/Author

Population Reference Bureau Inc.
Education Department
Washington, DC 20009
EFAA: 179 START DATE: 79
LEVEL: 1 AUTHORIZER: E. L. Hanlon
NOTE: Blanket, automatic, cite availability
SEND MF TO: Contributor/Author

Portland Area Vocational-Technical Education Consortium
Portland, OR 97219
CH: JC START DATE: 90
LEVEL: 1 AUTHORIZER: D. M. Johnson
NOTE: Blanket, automatic
SEND MF TO: Contributor/Author

Prince George's Community College
Science Resources Dept.
Largo, MD 20772
CH: JC START DATE: 90
LEVEL: 1 AUTHORIZER: V. Zdravkovich
NOTE: Blanket, automatic
SEND MF TO: Contributor/Author

Priority Country Area Program
Brisbane, Queensland
AUSTRALIA
CH: RC
NOTE: DELETED Arrangement

Rhode Island State Dept. of Education
Bureau of Vocation & Adult Education
Providence, RI 02908
CH: CE START DATE: 82
LEVEL: 1 AUTHORIZER: L. Greenwood
NOTE: Blanket for gender equity and single parents series
SEND MF TO: Contributor/Author

Riverside County Office of Education
Educational Resource Center
Indio, CA 92201
CH: RC START DATE: 90
LEVEL: 1 AUTHORIZER: J. K. Esmeralda
NOTE: Blanket
SEND MF TO: Organization Contact

Roger Tory Peterson Institute
Jamestown, NY 14701
CH: RC START DATE: 90
LEVEL: 1 AUTHORIZER: W. L. Sharp
NOTE: Blanket, automatic, scope
SEND MF TO: Organization Contact

Rough Rock Community School
Navajo Curriculum Center
Chinle, AZ 86503
CH: RC START DATE: 83
NOTE: Individual release, scope
SEND MF TO: Organization Contact

Rural Clearinghouse for Lifelong Education and Development
Kansas State University
Manhattan, KS
CH: RC
NOTE: See: Kansas State University

St. Augustine College
Chicago, IL 60640
CH: LE START DATE: 90
LEVEL: 1 AUTHORIZER: B. Hayes
NOTE: Blanket, automatic
SEND MF TO: Contributor/Author

San Jose/Evergreen Community College District
San Jose, CA 95135
CH: JC START DATE: 90
LEVEL: 1 AUTHORIZER: J. Kangas
NOTE: Blanket, automatic
SEND MF TO: Contributor/Author

Save the Children Federation
Annual National Indian Child Conference
Albuquerque, NM
CH: RC
NOTE: DELETED Arrangement

Scottish Council for Research in Education
Edinburgh EH8 8JR
SCOTLAND
EFAA: 332 START DATE: 90
LEVEL: 2 AUTHORIZER: R. Wake
NOTE: Blanket, automatic
SEND MF TO: Organization Contact

Smithsonian Institution
Arthur M. Sackler Gallery
Washington, DC 20560
CH: SO START DATE: 90
LEVEL: 1 AUTHORIZER: L. B. Pierce
NOTE: Blanket, monitor & request, cite availability

SEND MF TO: Contributor/Author

Snowpeak Publishing, Inc.
Denver, CO 80161
CH: EC START DATE: 90
LEVEL: 2 AUTHORIZER: L. Mancini
NOTE: Blanket for "Understanding Our Gifted", cite availabilty
SEND MF TO: Contributor/Author

South Australian College of Advanced Education
Centre for Human Resource Studies
Underdale, S. A. 5032
AUSTRALIA
CH: CE START DATE: 82
LEVEL: 1 AUTHORIZER: R. Harris
NOTE: Blanket
SEND MF TO: Contributor/Author

South Carolina University
College of Libraries and Information Science
Columbia, SC 29208
CH: IR START DATE: 89
LEVEL: 1 AUTHORIZER: J. Olegaard
NOTE: Blanket
SEND MF TO: Contributor/Author

South Dakota State Dept. of Education and Cultural Affairs
Office of Adult, Vocational and Technical Education
Pierre, SD 57501
CH: CE START DATE: 90
LEVEL: 1 AUTHORIZER: L. G. Nelson
NOTE: Blanket
SEND MF TO: Contributor/Author

Southeast Regional Resource Center
Juneau, AK 99801
CH: CG START DATE: 89
LEVEL: 1 AUTHORIZER: J. Buckner
NOTE: Blanket, automatic
SEND MF TO: Organization Contact

Southern Illinois University
Carbondale, Il
CH: CE
NOTE: See: University Council for Vocational Education

Southern Illinois University
Area Adult Education Service Center
Edwardsville, IL 62026
CH: CE START DATE: 90
LEVEL: 1 AUTHORIZER: K. D. Rankin
NOTE: Blanket

SEND MF TO: Contributor/Author

State University of New York (SUNY)
College at Potsdam
Dept. of Instructional Technology
Potsdam, NY 13676
CH: IR START DATE: 90
LEVEL: 1 AUTHORIZER: N. Licht
NOTE: Blanket
SEND MF TO: Contributor/Author

State University of New York (SUNY)
Eastern Stream Center on Resources and Training (ESCORT)
Oneonta, NY 13820
CH: RC START DATE: 84
LEVEL: 1 AUTHORIZER: P. Kellerman
NOTE: Blanket, automatic, scope
SEND MF TO: Contributor/Author

Summer Institute of Linguistics
Australian Aborigines and Islanders Branch
Berrimah, Northern Territory 0828
AUSTRALIA
CH: FL START DATE: 86
LEVEL: 1 AUTHORIZER: A. POOLE
NOTE: Blanket, Level 1 for AAIB Bib.
and SIL-AAIB Annual Report; Level 2 for Work Papers, Series A and B
SEND MF TO: Organization Contact

Swedish National Board of Education
Stockholm, S-106 42
SWEDEN
EFAA: 209 START DATE: 79
LEVEL: 1 AUTHORIZER: I. Marklund
NOTE: Blanket now for all pubs., automatic; Formerly listed as: National Swedish Board of Education
SEND MF TO: Contributor/Author

Sydney College of Advanced Education
Inst. of Technical and Adult Teacher Education (ITATE)
Haymarket, N.S.W. 2000
AUSTRALIA
CH: CE
NOTE: Now: University of Technology, Sydney
Faculty of Adult Education

Tennessee University
Bureau of Educational Research and Service
Knoxville, TN
CH: CE
NOTED: DELETED Arrangement

Texas Alliance for Geographic Education
College Station, TX 77843
CH: SO START DATE: 89
LEVEL: 1 AUTHORIZER: S. W. Bednarz
NOTE: Blanket, monitor & request, located at Texas A & M University
SEND MF TO: Contributor/Author

Texas Education Agency
Special Programs
Austin, TX 78701
CH: CE START DATE: 86
LEVEL: 1 AUTHORIZER: J. R. Cummings
NOTE: Blanket
SEND MF TO: Contributor/Author

Tomas Rivera Center
Claremont, CA 91761
CH: LE START DATE: 90
LEVEL: 2 AUTHORIZER: Y. R. Ingle
NOTE: Blanket, monitor & request
SEND MF TO: Organization Contact

Underhill (C.S.) Publications
East Aurora, NY
CH: IR
NOTE: DELETED Arrangement

UNESCO
EFAA: 63
NOTE: See: United Nations Educational, Scientific & Cultural Organization

United Nations Educational, Scientific & Cultural Organization
Paris, 75700
FRANCE
EFAA: 63 START DATE: 73
NOTE: Level 2 for non-sales, Level 3 for Sales
SEND MF TO: Contributor/Author

University Council for Vocational Education
Carbondale, Il 62901
CH: CE START DATE: 88
LEVEL: 1 AUTHORIZER: J. S. Washburn
NOTE: Blanket, location varies; currently at Southern Illinois University
SEND MF TO: Contributor/Author

University of Technology, Sydney
Faculty of Adult Education
Broadway, N.S.W. 2007
AUSTRALIA

CH: CE START DATE: 89
LEVEL: 1 AUTHORIZER: A. Watson
NOTE: Blanket; Formerly: Sydney College of Advanced Education, Inst. of Technical and Adult Education (ITATE)
SEND MF TO: Contributor/Author

University of the Orange Free State
Research Institute for Educational Planning
Bloemfontein 9300
SOUTH AFRICA
EFAA: 204 START DATE: 79
NOTE: Individual release
CONTACT: H. J. van der Linde
SEND MF TO: Contributor/Author

University of Western Ontario
Dept. of Psychology
London, Ontario N6A 5C2
CANADA
CH: FL START DATE: 78
LEVEL: 1 AUTHORIZER: R. C. Gardner
NOTE: Blanket
SEND MF TO: Organization Contact

Utah State Office of Education
Salt Lake City, UT 84111
EFAA: 220 START DATE: 80
LEVEL: 1 AUTHORIZER: R. Raphael
NOTE: Blanket, automatic
SEND MF TO: Contributor/Author

Virginia State Dept. of Education
Richmond, VA 32316
EFAA: 196 START DATE: 79
LEVEL: 1 AUTHORIZER: J. E. Foudriat
NOTE: Blanket
SEND MF TO: Contributor/Author

Virginia State Dept. of Education
Professional Information Center
Richmond, VA 23216
CH: IR START DATE: 90
LEVEL: 1 AUTHORIZER: J. C. Koontz
NOTE: Blanket
SEND MF TO: Contributor/Author

Washington Business Group on Health
Prevention Leadership Forum
Washington, DC 20002
CH: CE START DATE: 87
LEVEL: 2 AUTHORIZER: M. Jacobson
NOTE: Blanket for Worksite Wellness Series, cite availability
SEND MF TO: Contributor/Author

Washington Office of the State Superintendent of Public Instruction
Office of Learning Resources
Olympia, WA 98504
CH: IR START DATE: 89
LEVEL: 1 AUTHORIZER: J. C. Rutherford
NOTE: Blanket
SEND MF TO: Contributor/Author

Western Resource Center, Inc.
Atascadero, CA 93422
CH: CG START DATE: 89
LEVEL: 1 AUTHORIZER: S. Krauss
NOTE: Blanket, automatic
SEND MF TO: Contributor/Author

Williamsburg Charter Foundation
Burke, VA 22015
CH: SO START DATE: 90
LEVEL: 1 AUTHORIZER: T. McWhertor
NOTE: Blanket, monitor & request, cite availibility
SEND MF TO: Contributor/Author

Women's Sports Foundation
New York, NY 10173
CH: SP START DATE: 89
LEVEL: 1 AUTHORIZER: D. Anderson
NOTE: Blanket, automatic
CONTACT: K. M. Reith
SEND MF TO: Organization Contact

Woodlands Mountain Institute
Franklin, WV 26807
CH: RC START DATE: 90
LEVEL: 1 AUTHORIZER: J. Taylor-Ide
NOTE: Blanket
SEND MF TO: Organization Contact

World Confederation of Organizations of the Teaching Profession
Morges 1110
SWITZERLAND
EFAA: 175 START DATE: 78
LEVEL: 1 AUTHORIZER: R. Harris
NOTE: Blanket, monitor & request
SEND MF TO: Contributor/Author

World Education, Inc.
Boston, MA 02111
CH: CE START DATE: 90
LEVEL: 1 AUTHORIZER: G. Garb
NOTE: Blanket for "World Education Reports"
SEND MF TO: Contributor/Author

Young Discovery Library
Ossining, NY 10562
CH: SO START DATE: 90
LEVEL: 2 AUTHORIZER: M. J. Dillon
NOTE: Blanket for the Young Discovery Library series
SEND MF TO: Contributor/Author

EAB ERIC ADMINISTRATIVE BULLETIN

Volume: 15
Number: 1-3
Date: January-March 1991

Educational Resources Information Center, Office of Educational Research and Improvement, Washington, D.C. 20208

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    - Update (December 1990)
    - Update (January 1991)

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    - February 1991
    - March 1991

22. Source Journal Index
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    - Update (March-April 1991)

The *ERIC Administrative Bulletin* (EAB) is prepared by the ERIC Processing and Reference Facility on the basis of material submitted by all components of the ERIC system. EAB articles are reviewed and approved by Central ERIC before publication.

The EAB is intended to be the "journal" of the ERIC system and a major means for the decentralized components of ERIC to communicate and interact with one another. The EAB is also a permanent record reflecting most of the major events in the life of the ERIC system (such as personnel changes, Standing Order Customer changes, etc.) and providing in printed form essential documents (such as ERIC policy/priority statements, Clearinghouse scope statement modifications, *ERIC Processing Manual* revisions, etc.). Submissions to the *EAB* are to be sent (using the standard form) to your respective monitor.

ACTION ITEMS

ACQUISITIONS DATA REPORT (ADR) ONLINE SYSTEM IN FULL OPERATION

All Clearinghouses have now received the new boot disk for the ADR Online, permitting regular dial-up access. Better yet, all Clearinghouses have now connected with the ADR and demonstrated their capability to use the online system. Therefore, beginning with the March *Acquisitions Data Report* input, all ADR data should be entered using the online system (either interactively or in batch mode). On the last day of the month, the data will be copied and sent to the computer center in order to produce the printed ADR. This means that if you do not use the online system during March to enter your data, you will not have any data in the printed ADR. Do not transmit your data to the Facility along with your weekly shipments, as you have done in the past (unless for some reason you can't use the ADR). To avoid "traffic" congestion, please do not wait until the very last day of the month to enter your data using the ADR Online. To help improve ADR access, a second phone line has been installed with roll-over capability so that two lines operating at 2400 baud will soon be available. If one line is busy, your call will roll to the second line. If you have any questions, please call Pat Brown or Carolyn Weller.

...Pat Brown (Facility)

E-MAIL NOW AT 2400 BAUD

The E-Mail system is now operating at 2400 baud. The new capability will reduce your telephone costs somewhat as the connect time will be less. All Clearinghouses now have modems operating at 2400 baud. Please be certain your software settings for your model are set for 2400 when using E-Mail. If you have any questions, please contact Pat Brown.

Any Clearinghouse, that currently is not transmitting their RIE and CIJE data to the Facility at 2400 baud, and wishes to, should inform Millie O'Donnell in advance that as of a given date they will be transmitting data at 2400.

...Pat Brown (Facility)

OERI NEWS

NATIONAL GOALS FOR EDUCATION (OERI BOOKLET)

OERI has published a formal booklet enumerating the six national education goals established at the historic education summit in Charlottesville, Virginia, and unveiled before the Congress by the President on January 31, 1990.

This booklet (**Attachment 1**), with an Introduction by the Secretary of Education, is perhaps the most succinct and authoritative expression of these goals and may be useful to Clearinghouses referring to these goals in the course of their publication preparation and other work.

...Central ERIC

"NEW INFORMATION FROM THE OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT" (OERI)— NEW MONTHLY PUBLICATION

OERI has announced an exciting new monthly publication entitled *"New Information From the Office of Educational Research and Improvement."* This product is designed as a brief three-page camera-ready clipsheet, with an article or two, some short filler pieces, and statistical tables and charts that relate particularly to professional associations. The first issue appears as **Attachment 2**. It is also available in ASCII format.

This graphically attractive product should be able to be used by Clearinghouses in a variety of ways in their newsletters, journal columns, and other products slanted toward the media.

...Central ERIC

COLLABORATION AND DISSEMINATION MEETING WITH REGIONAL LABORATORIES, RESEARCH AND DEVELOPMENT CENTERS, AND THE ERIC EXECUTIVE COMMITTEE

On January 16-17, 1991, OERI sponsored a *"Collaboration and Dissemination Meeting"* with key representatives from the Regional Laboratories, R&D Centers, and ERIC. This meeting recalled the old *"Dissemination Conferences"* NIE held on a few occasions, but was particularly meaningful for ERIC because of the equal billing ERIC received for the first time with the much more heavily funded Labs and Centers.

Attachment 3 is a copy of the letter from the Assistant Secretary setting his goals for the meeting and a copy of the meeting agenda.

There were numerous other handouts at the meeting. One of the most interesting was a planning document for an *"Institutional Communications Network"* or *"ICNet,"* drafted by Keith Stubbs of OERI. Copies can be obtained directly from Keith Stubbs ((202) 219-1803).

...Ted Brandhorst (ERIC Facility)

NATIONAL NEWS

NREN: THE NATIONAL RESEARCH AND EDUCATION NETWORK

Plans for transforming the existing *"Internet"* network into a new *"National Research and Education Network"* (NREN) are moving forward under the leadership of the National Science Foundation (NSF) and the Federal Research Internet Coordinating Committee.

NREN is an ambitious project, requiring the entire decade of the '90s for full realization. It offers the prospect of new ways of understanding, storing, and communicating information and will likely impact ERIC in some way in the course of its development.

Provided as Attachment 4 is a recent paper by Stephen B. Gould that provides a useful overview and some background information on this important new Government information initiative.

...Pat Brown (Facility)

NETWORK NEWS

ERIC'S 25TH ANNIVERSARY--- PLANNING DOCUMENTS

Counting from 1966 as the year of the first issue of *Resources in Education (RIE)* (then *Research in Education*), 1991 marks ERIC's 25th anniversary year. Plans are underway to celebrate this anniversary year in a variety of ways. ACCESS ERIC has taken the lead in coordinating efforts (see Attachment 5) and an anniversary emblem has been developed and sent in camera-ready form to all ERIC components.

...ACCESS ERIC

ERIC/SP TELECONFERENCE ON *"WHO'S MISSING FROM THE CLASSROOM: THE NEED FOR MINORITY TEACHERS"*

On April 10, from 1:30 to 4:00 pm EST, the Clearinghouse on Teacher Education and the American Association of Colleges for Teacher Education will broadcast a national teleconference, *"Who's Missing from the Classroom: The Need for Minority Teachers."* This teleconference, funded by OERI, will be interactive, including an on-site studio audience and telephone linkage with the receiving sites.

The format will consist of three segments, focusing on:

(1) the value of diversity in the teaching force;
(2) problems related to minority teacher recruitment and possible solutions, and
(3) development of effective policies and procedures.

Each segment will be introduced by pretaped comments from education leaders and by *"field pieces"* of classroom scenes, followed by a panel discussion. Panelists will then respond to questions from the moderator, studio, and viewing audiences.

This teleconference is a major product resulting from a 1990 modification to the Clearinghouse's contract in order to address the issue of increasing the number of minority teachers in elementary and secondary schools. Work has been carried out in collaboration with AACTE and the joint Forum of Education Organizational Leaders/the Washington Higher Education Secretariat Task Force on Minority Teachers.

If you are in the Washington, DC area, and would like to participate as a member of the studio audience (BizNet Studios, 1615 H Street, N.W.), please complete the enclosed form and return it by March 15 to guarantee your reservation. For those outside of the area, but on campuses or with organizations having access to down-link capabilities, we encourage you to become a site for reception of the teleconference. Contact Mwangaza Michael-Bandele at the Clearinghouse ((202) 293-2450) for transmission details.

Two additional products of this effort will be a program guide for use during the telecast and a monograph. The Clearinghouse is excited about this project and asks for your support in disseminating information about the teleconference. (See **Attachment 6** for an announcement and Press Release.) Please let me know if you have questions.

...Mary Dilworth (ERIC/SP)

ERIC/HE PREMIERES PORTABLE/DISPOSABLE CONFERENCE DISPLAY

The ERIC Clearinghouse on Higher Education premiered its prototype portable/disposable display at the Association of American Colleges (AAC) Annual Meeting which took place in Washington, DC from January 7-9, 1991. AAC, a small association which typically does not offer exhibiting to its membership, was an ideal candidate for this new venture. (See **Attachment 7** for display description.)

...Jan Burt (ERIC/HE)

ERIC *"SPECIAL COLLECTIONS"*

For many years, EDRS has offered users prices for the ERIC *"Special Collections."* Very few people, even within the system, can recall what these now quite old and *"historical"* collections are. They are comprised of the first 4,000 ED accessions, which appeared in pre-RIE publications, and two non-ED series: *Manpower Research* (MP's) and *Pacesetters in Innovation* (ES's).

Microfiche exist for most of these records and some of you with the oldest microfiche collections may have them.

For the reference staff amongst us, **Attachment 8** lists these various *"Special Collections"* and the accession series and ranges for each. Since the EDRS contract still calls for these items to be offered, it may be useful to Clearinghouse staff to have this information at hand.

...Maureen Roberts (Facility)

SEACHING NEWS

ERIC SEARCH AIDS

DIALOG used to publish a *"Search Aids"* document covering their various databases, until they acquired so many databases that preparation of the compilation became exorbitant. The Facility used to get a request from DIALOG to update this list every year.

Nowadays the request comes from Maxwell Online. **Attachment 9** is an *"ERIC Search Aids"* compilation prepared for the BRS group. (It has also been sent to DIALOG, where the new ERIC Coordinator, Eireann Carroll, will use it to answer questions, but where it will not be published.)

We thought that Clearinghouse User Services staff might find such a list useful in their work.

...Jim Houston (ERIC Facility)

"USING ERIC ON CD-ROM: A GUIDE TO THE BASICS," BY LANA S. DIXON AND ALAN H. WALLACE

The John C. Hodges Library at the University of Tennessee has developed an excellent booklet, in large type, with attractive graphics, illustrating how to do an ERIC on CD-ROM search (using the SilverPlatter system).

This booklet is reproduced here as **Attachment 10** for what good use ERIC User Services staff can make of it.

...Jim Houston (ERIC Facility)

INTERNATIONAL NEWS

"ADAPTING ERIC TO NEW ZEALAND," BY KEITH PICKENS

The InterEd group continues to grow! New Zealand doesn't have an ERIC equivalent, but it has a very interested and active Keith Pickens at the New Zealand Council for Educational Research (NZCER) who has contacted us and doesn't want to be left out of any planning for the English-speaking countries.

See **Attachment 11** for Keith's recent article on ERIC in the *Education Libraries Journal* (v33 n2 Summer 1990 p. 8-13).

...Ted Brandhorst (Facility)

ACCESS ERIC NEWS

GTE USER FACT SHEET— FOR USE WITH THE REFERRAL DATABASES DEVELOPED BY ACCESS ERIC

The ACCESS ERIC *"Referral Databases"* accessible online via the GTE Education Network are:

(1) ERIC Information Service Providers;
(2) Education-Related Information Centers;
(3) Education-Related Conference Calendar.

In addition, GTE has mounted the ERIC Digests Online full-text file.

The *"ERIC Partners"* file and the *"ERIC Training Opportunities"* file are not available via GTE.

ACCESS ERIC has prepared a *"GTE User Fact Sheet"* (see **Attachment 12**) to facilitate your connecting with GTE and to explain the searching process and the search logic GTE uses (especially for phrases, where the logic used is not made explicit on screen).

...ACCESS ERIC

ERIC CALENDAR OF EDUCATION-RELATED CONFERENCES (1991)

The *ERIC Calendar of Education-Related Conferences* used to contain just the conferences that ERIC was participating in or those from which it was soliciting documents. The new *Calendar* has been expanded by ACCESS ERIC to contain education-related conferences of all types, whether ERIC has an involvement or not. The new *Calendar* covering 1991 activities lists 486 events and is well on its way to becoming the premier conference calendar in the field of education.

The printed *Calendar* for 1991 is available for $15. The *Calendar* is also available online, in a continuously updated version, via GTE Education Services.

For ACCESS ERIC's press release on the 1991 *Calendar*, see **Attachment 13.**

...ACCESS ERIC

VENDOR NEWS

DIALOG ONDISC ERIC– AS REVIEWED BY *"THE CD-ROM COLLECTION BUILDER'S TOOLKIT"*, BY PAUL NICHOLS

The *CD-ROM Collection Builder's Toolkit* bills itself as *"The Complete Handbook of Tools for Evaluating CD-ROM's."* The only ERIC-related product reviewed is DIALOG OnDisc ERIC (see **Attachment 14**). This book is particularly useful in containing a list of all previous reviews of the product.

...Jim Houston (ERIC Facility)

ORBIT DROPS ERIC

Kay Pool, Vice President, Business Development, Maxwell Online, has notified the ERIC Facility of Maxwell Online's intent to drop ERIC from the ORBIT Search Service. ORBIT will announce this intent with an online notice on 3/1/91 and will discontinue ERIC effective as of 4/1/91. Maxwell Online will continue to offer ERIC on the BRS Search Service.

In a 2/21/91 letter to Ted Brandhorst (see **Attachment 15**), Ms. Pool states that ERIC usage on ORBIT decreased 50% in 1990 from the already low 1989 usage level. Maxwell Online believes that *"this decrease reflects the wide distribution of the database [ERIC] on other media as well as the fact the ORBIT user community is not the best target market."*

...Jim Houston (Facility)

"ERIC MAGNETIC" DEBUTED BY SILVERPLATTER

SilverPlatter has announced a new product whereby the ERIC database would be delivered to users on CD-ROMs for loading onto a magnetic system for multi-user access (still using the SilverPlatter retrieval system). A prototype of the product was demonstrated at the Mid-Winter Conference of the American Library Association, (ALA) held in Chicago in January 1991.

The SilverPlatter press release announcing this new product appears as **Attachment 16.**

...Ted Brandhorst (ERIC Facility)

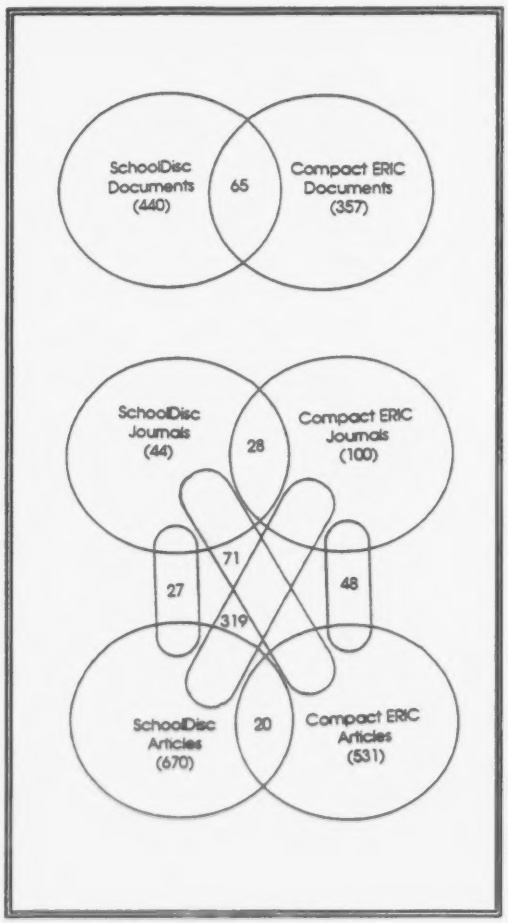
COMPACT ERIC/ERIC SCHOOLDISC– SOME STATISTICS FROM UMI

Just after they had completed the scanning of the materials going into the prototype Compact ERIC/ERIC SchoolDisc product, UMI provided some fascinating statistics showing the overlap they found between the various groupings. The figure below illustrates these overlaps in a kind of Venn diagram approach.

The surprising observations are:

(1) of the 44 journals selected for cover-to-cover treatment by ERIC SchoolDisc, 28 or 64% were also selected for Compact ERIC. Only 18 of the 44 SchoolDisc journals were unique to SchoolDisc;

(2) of the 670 journal articles selected for SchoolDisc, 319 or 48% were contained in journals selected for Compact ERIC.



Compact ERIC/ERIC SchoolDisc Prototype Product—Graphic Display of Overlap Statistics

The picture of overlaps that is exhibited here has a lot to say about how this product should ultimately be structured. We feel sure it will give each Clearinghouse ideas as to how they should manage their future selections.

...Ted Brandhorst (ERIC Facility)

ERIC DOCUMENT REPRODUCTION SERVICE (EDRS)--CONTRACT CHANGE AND PRICE CHANGE

The recent competition for the ERIC Document Reproduction Service (EDRS) has resulted in the U.S. Department of Education awarding a new contract for the operation of EDRS, effective February 1991, to Cincinnati Bell Information Systems (CBIS Federal, Inc.) CBIS will take over the operation of EDRS from Computer Microfilm Corporation (CMC), which has operated EDRS (the microfiching and document delivery arm of ERIC) since the mid-1970's.

A *"Special Announcement"* has been developed for the front of RIE, together with an explanation of the new price structure, a CBIS page for the *ERIC Network Directory*, and a revision of ERIC Ready Reference #5: *"ERIC Price Codes."* These materials appear as **Attachments 17 (A-D)**.

...Central ERIC

ERIC ON CD-ROM--SUMMARY PRICE LIST

ERIC is currently available on CD-ROM from three vendors: DIALOG, OCLC, and SilverPlatter. SilverPlatter was the first into the marketplace and is believed to have the largest customer base. DIALOG followed inside a year, and OCLC joined the group about two years after that.

The prices charged by these vendors have undergone some evolution over time. For the convenience of ERIC components, we have summarized in **Attachment 18**, the current price structure (as of February 1991) for all three vendors.

...ERIC Facility

ERIC ONLINE COSTS AS COMPARED TO THE COSTS FOR OTHER DATABASES

ERIC people have long made claims concerning the low cost and economical access provided by ERIC to its database and to its documents. All of us have our favorite examples.

Central ERIC recently prepared a table comparing ERIC's online costs with those of three other Government databases (NTIS, AGRICOLA, and MEDLARS) and four other private databases (*National News Index, Magazine Index*, PsychInfo, and *Sociological Abstracts*). The table (see **Attachment 19**) is a telling illustration of the low cost claims and Clearinghouses may wish to pass along the good news to their users.

In the Government sector, ERIC's online connect charges are 16% lower than MEDLINE, 30% lower than AGRICOLA, and 60% lower than NTIS.

In the private sector, ERIC's online connect charges are 45% lower than PsychInfo, 55% lower than *Sociological Abstracts*, 66% lower than *Magazine Index*, and 68% lower than *National News Index*.

...Pat Coulter (CERIC)

PERSONNEL

DON ELY (IR) ELECTED TO WHITE HOUSE CONFERENCE ON LIBRARIES AND INFORMATION SERVICES (WHCLIS)

Don Ely, Professor and Chair, Instructional Design, Development and Evaluation and Associate Director, ERIC Clearinghouse on Information Resources, has been elected as one of the 36 delegates from New York State to attend the White House Conference on Libraries and Information Services in Washington, DC next July. He was earlier elected to the Governor's Conference on Libraries and Information Services held in Albany, November 28-30. He is also a Trustee of the Onondaga County Public Library System.

At the White House Conference, delegates will develop recommendations for the improvement of the library and information services of the nation and their use by the public. Resolutions will be adopted by the official delegates on the federal role in expanding literacy, increasing productivity and strengthening democracy through changes and improvement in library and information services. The final report will be forwarded to the President, and by him to Congress, for consideration in the development of policies and future legislation.

...ERIC/IR

MICHAEL EISENBERG– DISTINGUISHED ALUMNI AWARD

Michael B. Eisenberg, Director, ERIC Clearinghouse on Information Resources, and Associate Professor of Information Studies, Syracuse University, received the 1990 Distinguished Alumni Award from the School of Information Science and Policy, Rockefeller College of Public Affairs and Policy, University at Albany. Mike received his Master of Library Science degree at Albany in 1973.

...ERIC/IR

MICHAEL EISENBERG– CO-AUTHORS NEW BOOK

Information Problem-Solving: The Big Six Skills Approach to Library Skills Instruction presents an expanded examination of an information problem-solving/critical thinking skills based library and information skills curriculum. The book offers an indepth investigation of a powerful, yet simple approach to integrated library and information skills instruction.

The book details: the basic themes which underlie the BIG SIX SKILLS CURRICULUM for library and information skills instruction; the BIG SIX SKILLS CURRICULUM full scope and sequence; examples of transferable information problem-solving skills adaptable in all situations at all grade levels; and strategies and tactics for implementation. The authors, Michael Eisenberg and Robert Kerkowitz, emphasize practical, tested techniques that translate concepts into practice for library media specialists.

...ERIC/IR

SUSAN HUBBARD, AUTHOR OF IR CONCLUSION BROCHURES, PUBLISHES SHORT STORY COLLECTION

Susan Hubbard, Managing Editor of the ERIC Conclusion Brochures Project, was recently featured in a newspaper article describing the publication of her short story collection by the University of Missouri Press. Her manuscript was chosen from hundreds submitted to a contest sponsored by Associated Writing Programs, an organization of more than 90 colleges and universities that emphasize creative writing.

The Conclusion Brochures Project began in October 1986 at the ERIC Clearinghouse on Information Resources. The publications resulting from this project are still in demand and may be obtained from ACCESS ERIC.

...ERIC/IR

UD STAFF CHANGES

Robin Johnson Utsey, who has been on maternity leave, will not be returning to work in the near future so that she can spend more time with her new son. Patricia Jenson has left the staff to teach English to girls at a private junior high school (located, coincidentally, on the block where our Director lives). Therefore, Douglas Folsom has been named Processing Coordinator. Doug will also handle acquisitions administration. Our new Administrative Assistant is Peter Cuasay.

In addition, Eric Larsen has been hired to edit abstracts and to coordinate lexicography. Wendy Schwartz, who previously managed both those functions, will now coordinate production of publications, promotion, and acquisitions.

...ERIC/IR

SELF-ESTEEM PRESENTATION BY ERIC/CG

A talk on self-esteem, given by CAPS Director Garry Walz and Associate Director Jeanne Bleuer in Florida last month, brought new meaning to the expression *"packed house."* The Florida Association for Counseling and Development, which had sponsored the workshop, was forced to cut attendance to 100 and even at that, had participants sitting on the floor and standing in the back. Evaluations were outstanding, with several rating the presentation a 6+ on a 1 to 5 point scale.

...ERIC/CG

PUBLICATIONS

ERIC/CG RECEIVES LARGE PUBLICATION ORDER FROM THE U.S. POSTAL SERVICE

CAPS was extremely pleased by a repeat order from the U.S. Postal Service for 500 copies each of two career development titles: *Career Development Today* and *Career Development in Organizations*. A previous order two years ago was so well received in their training seminars that they repeated the order.

...ERIC/CG

"ERIC FOR ADULT EDUCATORS" AUDIOTAPE

The *ERIC for Adult Educators* audiotape, developed by the ERIC Clearinghouse on Adult, Career, and Vocational Education, has sold 42 copies in the 7 months that it has been available. Most of the purchases were from secondary and postsecondary educational institutions. We are, however, wondering what the Psychiatric Hospital in Northville, MI plans to do with it!

...Judy Wagner (ERIC/CE)

CE MATERIALS DISTRIBUTED AT OHIO WHITE HOUSE CONFERENCES

Two of ERIC/ACVE's products were duplicated by the State Library of Ohio and included in the packets of the Ohio White House Conference on Literacy. *Bilingual Vocational Education for Immigrants*, an ERIC Digest, and *Computer-Assisted Instruction in Adult Literacy Education*, a Practice Application Brief, were requested by the conference chairman.

For the Conference on Productivity, the chairman reproduced and distributed *Workplace Literacy Programs*, an ERIC Digest, and *The New Work Force*, a Trends and Issues Alert. It's uncertain who was more pleased--the conference chairman or Clearinghouse staff! Judy Wagner attended all three of the conferences, and Susan Imel attended the one on Democracy.

Keynote speakers at the conferences were :

Literacy	Rhea B. Lawson, Literacy Resource Librarian, Enoch Pratt Free Library
Productivity	K. Wayne Smith, President and CEO, OCLC
Democracy	Gordon Gee, President, The Ohio State University.

...ERIC/CE

ASHE-ERIC HIGHER EDUCATION REPORT SERIES EXPERIENCES RAPID GROWTH WITH 1989 AND 1990 REPORTS

The recently compiled sales statistics of the 1989 and 1990 ASHE-ERIC Higher Education Report Series demonstrate that the series is experiencing a period of rapid growth. This may be partly due to the recent need for information dealing with various minority issues.

REPORT	TITLE	TOTAL ORDERS	TOTAL COPIES
89 - 1	Making Sense of Admin. Leadership	958	2,575
89 - 2	Affirmative Rhetoric/Neg. Action	764	1,087
89 - 3	Postsecondary Dev. Programs	557	646
89 - 4	The Old College Try	409	750
89 - 5	The Challenge of Diversity	888	1,179
89 - 6	Student Goals for Coll. Outcomes Asses.	450	551
89 - 7	The Student as Commuter	535	656
89 - 8	Renewing Civic Capacity	300	494
90 - 1	The Campus Green: Fundraising in HE	390	550
90 - 2	The Emeritus Professor	104	117
90 - 3	"High Risk" Students in HE		

"High Risk Students" has only been out a few months and already we are getting a tremendous response from the higher education community.

*Note that publications dealing with minority issues are currently bestsellers.

...Barry Solomon (ERIC/HE)

ASHE-ERIC HIGHER EDUCATION REPORTS
ISSUED SINCE JULY 1990

PUBLISHED TITLES (1990 SERIES)		
NUMBER	TITLES	AUTHORS
90-1	The Campus Green: Fundraising in Higher Education	Barbara E. Brittingham and Thomas R. Pezzulo
90-2	The Emeritus Professor: Old Rank--New Meaning	James E. Mauch, Jack W . Birch, and Jack Matthews
90-3	"High Risk" Students in Higher Education: Future Trends	Dionne J. Jones and Betty Collier Watson
90-4	Budgeting for Higher Education at the State Level: Enigma, Paradox and ritual	Daniel T. Layzell and Jan W. Lyddon
TITLES SCHEDULED (1990 SERIES)		
90-5	Proprietary Schools: Programs, Policies and Prospects *(Expected Publish Date: February, 1991)*	John B. Lee and Jamie P. Merisotis
90-6	College Choice: Understanding student Enrollment Behavior *(Expected Publish date: March, 1991)*	Michael B. Paulsen
90-7	Pursuing Diversity: College Minority Student Recruitment (Expected Publish Date: March, 1991)	Barbara Astone and Elsa Nu ez-Wormack
90-8	Civic Responsibility, Contemporary Youth and Volunteering: What Role Will Higher Education Chooses to Take? *(Expected Publish Date: April, 1991)*	John S. Swift, Jr.

ATTACHMENTS

A Message from the Secretary:

Not long ago, on the historic campus of the University of Virginia in Charlottesville, President Bush and the nation's governors met and rededicated themselves to excellence in education for all Americans. A call was made to establish national education goals that focused on results, accountability, and flexibility in the use of federal education resources.

On January 31, 1990, in an address before a joint session of the Congress on the state of the union, President Bush unveiled the national performance goals for education. The goals do not represent an attempt to mandate a national curriculum or to force specific reforms on states and local districts. They are designed to inspire school reform efforts at the federal, state, and local levels and by everyone involved in the education of our children. Only through such reforms can the United States retain its leadership in the global economy.

These goals are ambitious, but I am confident that with hard work, dedication, and cooperation on the part of parents, students, teachers, administrators, and business and community leaders, we will achieve them. The challenges of the 21st century are already on the horizon, and we must ensure that our young people are equipped with the knowledge and skills necessary for active and successful participation in the economic, political, cultural, and community life of our nation.

Lauro F. Cavazos

INTRODUCTION

At the historic education summit in Charlottesville five months ago, the president and the governors declared that "the time has come, for the first time in United States history, to establish clear national performance goals, goals that will make us internationally competitive." The six national education goals contained here are the first step in carrying out that commitment.

America's educational performance must be second to none in the 21st century. Education is central to our quality of life. It is at the heart of our economic strength and security, our creativity in the arts and letters, our invention in the sciences, and the perpetuation of our cultural values. Education is the key to America's international competitiveness.

Today, a new standard for an educated citizenry is required, one suitable for the next century. Our people must be as knowledgeable, as well-trained, as competent, and as inventive as those in any other nation. All of our people, not just a few, must be able to think for a living, adapt to changing environments, and to understand the world around them. They must understand and accept the responsibilities and obligations of citizenship. They must continually learn and develop new skills throughout their lives.

America can meet this challenge if our society is dedicated to a renaissance in education. We must become a nation that values education and learning. We must recognize that every child can learn, regardless of background or disability. We must recognize that education is a lifelong pursuit, not just an endeavor for our children.

Sweeping, fundamental changes in our education system must be made. Educators must be given greater flexibility to devise challenging and inspiring strategies to serve the needs of a diverse body of students. This is especially important for students who are at risk of academic failure — for the failure of these students will become the failure of our nation. Achieving these changes depends, in large part, on the commitment of professional educators. Their daily work must be dedicated to creating a new educational order in which success for all students is the first priority, and they must be held accountable for the results.

This is not the responsibility of educators alone, however. All Americans have an important stake in the success of our education system, and every part of our society must be involved in meeting that challenge. Parents must be more interested and involved in their children's education, and students must accept the challenge of higher expectations for achievement and greater responsibility for their failure. In addition, communities, business and civic groups, and state, local, and federal government each has a vital role to play throughout this decade to ensure our success.

The first step is to establish ambitious national education goals — performance goals that must be achieved if the United States is to remain competitive in the world marketplace and our citizens are to reach their fullest potential. These goals are about excellence. Meeting them will require that the performance of our highest achievers be boosted to levels that equal or exceed the performance of the best students anywhere. The performance of our lowest achievers

1334

must be substantially increased far beyond their current performance. What our best students can achieve now, our average students must be able to achieve by the turn of the century. We must work to ensure that a significant number of students from all races, ethnic groups, and income levels are among our top performers.

If the United States is to maintain a strong and responsible democracy and a prosperous and growing economy into the next century, all of our citizens must be involved in achieving these goals. Every citizen will benefit as a result. When challenged, the American people have always shown their determination to succeed. The challenge before us calls on each American to help ensure our nation's future.

NATONAL EDUCATION GOALS

GOAL 1

Readiness for School

By the year 2000, all children in America will start school ready to learn.

Objectives:

- ❑ All disadvantaged and disabled children will have access to high quality and developmentally appropriate preschool programs that help prepare children for school.
- ❑ Every parent in America will be a child's first teacher and devote time each day helping his or her preschool child learn; parents will have access to the training and support they need.
- ❑ Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies, and the number of low birthweight babies will be significantly reduced through enhanced prenatal health systems.

GOAL 2

High School Completion

By the year 2000, the high school graduation rate will increase to at least 90 percent.

Objectives:

- ❑ The nation must dramatically reduce its dropout rate, and 75

percent of those students who do drop out will successfully complete a high school degree or its equivalent.

- The gap in high school graduation rates between American students from minority backgrounds and their nonminority counterparts will be eliminated.

GOAL 3

Student Achievement and Citizenship

By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

Objectives:

- The academic performance of elementary and secondary students will increase significantly in every quartile, and the distribution of minority students in each level will more closely reflect the student population as a whole.
- The percentage of students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially.
- All students will be involved in activities that promote and

demonstrate good citizenship, community service, and personal responsibility.

- The percentage of students who are competent in more than one language will substantially increase.
- All students will be knowledgeable about the diverse cultural heritage of this nation and about the world community.

GOAL 4

Science and Mathematics

By the year 2000, U.S. students will be first in the world in science and mathematics achievement.

Objectives:

- Math and science education will be strengthened throughout the system, especially in the early grades.
- The number of teachers with a substantive background in mathematics and science will increase by 50 percent.
- The number of United States undergraduate and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly.

GOAL 5

Adult Literacy and Lifelong Learning

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Objectives:

- Every major American business will be involved in strengthening the connection between education and work.
- All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs.
- The number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and mid-career students will increase substantially.
- The proportion of those qualified students, especially minorities, who enter college; who complete at least two years; and who complete their degree programs will increase substantially.
- The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially.

GOAL 6

Safe, Disciplined, and Drug-Free Schools

By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Objectives:

- Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol.
- Parents, businesses, and community organizations will work together to ensure that the schools are a safe haven for all children.
- Every school district will develop a comprehensive K-12 drug and alcohol prevention education program. Drug and alcohol curriculum should be taught as an integral part of health education. In addition, community-based teams should be organized to provide students and teachers with needed support.

Necessary Changes and Restructuring

These goals are ambitious, yet they can and must be achieved. However, they cannot be achieved by our education system as it is presently constituted. Substantial, even radical changes will have to be made.

Without a strong commitment and concerted effort on the part of every sector and every citizen to improve dramatically the performance of the nation's education system and

each and every student, these goals will remain nothing more than a distant, unattainable vision. For their part, governors will work within their own states to develop strategies for restructuring their education systems in order to achieve the goals. Because states differ from one another, each state will approach this in a different manner. The president and the governors will work to support these state efforts and to recommend steps that the federal government, business, and community groups should take to help achieve these national goals. The nature of many of these steps is already clear.

The Preschool Years

American homes must be places of learning. Parents should play an active role in their children's early learning, particularly by reading to them on a daily basis. Parents should have access to the support and training required to fulfill this role, especially in poor, undereducated families.

In preparing young people to start school, both the federal and state governments have important roles to play, especially with regard to health, nutrition, and early childhood development. Congress and the administration have increased maternal and child health coverage for all families with incomes up to 133 percent of the federal poverty line. Many states go beyond this level of coverage, and more are moving in this direction. In addition, states continue to develop more effective delivery systems or prenatal and postnatal care. However, we still need more prevention, testing, and screening, and early identification and treatment of learning disorders and disabilities.

The federal government should work with the states to develop and fully fund early intervention strategies for children. All eligible children should have access to Head Start, Chapter 1, or some other successful preschool program with strong parental involvement. Our first priority must be to provide at least one year of preschool for all disadvantaged children.

The School Years

As steps are taken to better prepare children for schools, we must also better prepare schools for children. This is especially important for young children. Schools must be able to educate effectively all children when they arrive at the schoolhouse door, regardless of variations in students' interest, capacities, or learning styles.

Next, our public education system must be fundamentally restructured in order to ensure that all students can meet higher standards. This means reorienting schools so they focus on results, not on procedures; giving each school's principal and teachers the discretion to make more decisions and the flexibility to use federal, state, and local resources in more productive, innovative ways that improve learning; providing a way for gifted professionals who want to teach to do so through alternative certification avenues; and giving parents more responsibility for their children's education through magnet schools, public school choice, and other strategies. Most important, restructuring requires creating powerful incentives for performance and improvement, and real consequences for persistent failure. It is only by maintaining this balance of flexibility and accountability that we can truly improve our schools.

The federal government must sustain its vital role of promoting educational equity by ensuring access to quality education programs for all students regardless of race, national origin, sex, or handicapping conditions. Federal funds should target those students most in need of assistance due to economic disadvantage or risk of academic failure.

Finally, efforts to restructure education must work toward guaranteeing that all students are engaged in rigorous programs of instruction designed to ensure that every child, regardless of background or disability, acquires the knowledge and skills necessary to succeed in a changing economy. In recent years, there has been an increased commitment to mathematics and science improvement programs. The federal government should continue to enhance financial assistance to state and local governments for effective programs in these areas. Likewise, there has been a greater federal emphasis on programs that target youth at risk of school failure and dropping out. The federal government should continue to enhance funding and seek strategies to help states in their efforts to seek solutions to these problems.

Improving elementary and secondary student achievement will not require a national curriculum, but it will require that the nation invest in developing the skills and knowledge of our educators and equipping our schools with up-to-date technology. The quality of teachers and teaching is essential to meeting our goals. We must have well-prepared teachers, and we must increase the number of qualified teachers in critical shortage areas, including rural and urban schools, specialized fields such as foreign

languages, mathematics and science, and from minority groups.

Policies must attract and keep able teachers who reflect the cultural diversity of our nation. Policies that shape how our educators are prepared, certified, rewarded, developed, and supported on the job must be consistent with efforts to restructure the education system and ensure that every school is capable of teaching all of our children to think and reason. Teachers and other school leaders must not only be outstanding, the schools in which they work must also be restructured to utilize both professional talent and technology to improve student learning and teacher- and system-productivity.

The After-School Years

Comprehensive, well-integrated lifelong learning opportunities must be created for a world in which three of four new jobs will require more than a high school education; workers with only high school diplomas may face the prospect of declining incomes; and most workers will change their jobs ten or eleven times over their lifetime.

In most states, the present system for delivering adult literacy services is fractured and inadequate. Because the United States has far higher rates of adult functional illiteracy than other advanced countries, a first step is to establish in each state a public-private partnership to create a functionally literate work force.

In some other countries, government policies and programs are carefully coordinated with private sector activities to create

effective apprenticeship and job training activities. By contrast, the United States has a multilayered system of vocational and technical schools, community colleges, and specific training programs funded from multiple sources and subject to little coordination. These institutions need to be restructured so they fit together more sensibly and effectively to give all adults access to flexible and comprehensive programs that meet their needs. Every major business must work to provide appropriate training and education opportunities to prepare employees for the 21st century.

Finally, a larger share of our population, especially those from working class, poor, and minority backgrounds, must be helped to attend and remain in college. The cost of a college education, as a percentage of median family income, has approximately tripled in a generation. That means more loans, scholarships, and work-study opportunities are needed. The federal government's role in ensuring access for qualified students is critical. At the same time, the higher education system must use existing resources far more productively than it does at present and must be held more accountable for what students do or do not learn. The federal government will continue to examine ways to reduce students' increasing debt burden and to address the proper balance between grant and loan programs.

Assessment

National education goals will be meaningless unless progress toward meeting them is measured accurately and adequately, and reported to the American people. Doing a good job of assessment and reporting requires the resolution of three issues.

First, what students need to know must be defined. In some cases, there is a solid foundation on which to build. For example, the National Council of Teachers of Mathematics and the Mathematical Sciences Education Board have done important work in defining what all students must know and be able to do in order to be mathematically competent. A major effort for science has been initiated by the American Association for the Advancement of Science. These efforts must be expanded and extended to other subject areas.

Second, when it is clear what students need to know, it must be determined whether they know it. There have been a number of important efforts to improve our ability to measure student learning at the state and national levels. This year for the first time, the National Assessment of Educational Progress (NAEP) will collect data on student performance on a state-by-state basis for thirty-eight states. Work is under way to develop a national assessment of adult literacy. These and other efforts must be supported and strengthened.

The governors urge the National Assessment Governing Board to begin work to set national performance goals in the subject areas in which NAEP will be administered. This does not mean establishing standards for individual competence; rather, it requires determining how to set targets for increases in the percentage of students performing at the higher levels of the NAEP scales.

Third, measurements must be accurate, comparable, appropriate, and constructive. Placement decisions for young children should not be made on the basis of standardized tests. Achievement tests must not

simply measure minimum competencies, but also higher levels of reading, writing, speaking, reasoning, and problem-solving skills. And in comparing America's achievement with that of other countries, it is essential that international comparisons are reliable. In addition, appropriate, nationally directed research, demonstration, data collection, and innovation should be maintained and recognized as a set of core responsibilities of the federal government in education. That role needs to be strengthened in cooperation with the states.

The president and the governors agree that while we do not need a new data-gathering agency, we do need a bipartisan group to oversee the process of determining and developing appropriate measurements and reporting on the progress toward meeting the goals. This process should stay in existence until at least the year 2000 so that we assure ten full years of effort toward meeting the goals.

A Challenge

These national education goals are not the president's goals or the governors' goals; they are the nation's goals.

These education goals are the beginning, not the end, of the process. Governors are committed to working within their own states to review state education goals and performance levels in light of these national goals. States are encouraged to adjust state goals according to this review and to expand upon national goals where appropriate. The president and the governors challenge every family, school, school district, and community to adopt these national goals as their own, and establish other goals that reflect the particular circumstances and challenges they face as America approaches the 21st century.

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

December 1990

Dear Association Executive:

Over the past year, I have had the opportunity to meet with a number of you. In these meetings, you have asked for more information from the Office of Educational Research and Improvement.

Now I am pleased to announce a new service, **New Information from the Office of Educational Research and Improvement**. This monthly is camera-ready so that your editors will be able to use the stories, short items, and graphics directly in your publications. This will supplement the **OERI Bulletin** that you have been receiving for the past year.

I would appreciate it if you could pass this material along to your editors. If you would like to continue to receive copies of **New Information from OERI** yourself, please fill out one of the self-addressed cards in this package and drop it in the mail. Tim Burr, the editor, will make sure you are added to the mailing list.

Thanks for your help in improving American education.

Sincerely,

Christopher T. Cross
Assistant Secretary

Enclosures

WASHINGTON, D.C. 20208—

MEMORANDUM

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

December 1990

TO: Association Editors

FROM: Tim Burr, Editor
OERI Outreach Staff, 202-219-1673

SUBJECT: A new service for you

What is the latest on federal education research? How do education statistics relate to your members? Can they use the latest in effective practices? Do you sometimes need to fill a little space in your periodicals?

We've all found ourselves in the last situation And it's handy to have something you can drop in at the last minute. If the items relate to your members' interests and needs, that's even better.

To help fill this need, we have developed a new camera-ready clipsheet, **New Information from the Office of Educational Research and Improvement**. Every month you will get three pages, such as those enclosed, with an article or two, some short filler pieces, and tables and charts that relate to your members. The material is in the public domain, so feel free to reproduce it. We would appreciate attribution.

We would also appreciate a copy of any pieces you use. This will help us better meet your needs in the future by indicating what you have found worthwhile.

We also want to make sure **New Information from OERI** is getting to you as quickly as possible. Therefore, please fill out the enclosed card to tell us what name and address should be on the mailing list. Once you've done that, just drop it in the mail.

If you would like any of the text electronically, you can get it in ASCII on our Electronic Bulletin Board. The phone number is 800-222-4922 or -- if that number is busy -- 202-219-2011 or 2012.

By the way, this will not replace the **OERI Bulletin**, our quarterly listing of publications, data sets, contracts and grants, and events. You will still get that, and you are welcome to use information from it as well.

This summer we met with some of your colleagues. They had a number of suggestions on how to make **New Information from OERI** as useful as possible. What you have is the result of those meetings. I would appreciate your suggestions, too, so we can continue to improve this publication.

Attachments

New Information from the Office of Educational Research and Improvement

December 1990 IS 91-991

This information is in the public domain. It may be reprinted or edited to fit space requirements.
For additional information, call Tim Burr of OERI's Outreach Staff at 202-219-1673, or write
U.S. Department of Education, OERI, 555 New Jersey Avenue NW, Washington, DC 20208-5570.

Who Are Our Eighth Graders?

Office of Educational Research and Improvement
U.S. Department of Education

An eighth grader is 13 or 14, right? Maybe. The National Center for Education Statistics of the U.S. Department of Education's Office of Educational Research and Improvement recently conducted a survey of 25,000 eighth graders in public and private schools throughout the country—the National Education Longitudinal Study of 1988 (NELS:88). The spring 1988 survey also included the students' parents, their teachers, and principals.

While more than 60 percent of 1988 eighth graders were born in 1974, another 30 percent were born in 1973, and 6 percent were born in 1972 or before. The students' ages tied in with whether they had repeated a grade—and 18 percent had repeated at least one grade by the time they finished eighth grade.

About 71 percent of the students are white, 13 percent are black, 10 percent are Hispanic, 4 percent are Asian/Pacific Islander, and 1 percent are American Indian or Alaskan Native. About 2 percent are considered to be limited-English-proficient. About 88 percent are in public schools, 8 percent in Catholic schools, and 5 percent in other private schools.

Since this is the first longitudinal study to begin in eighth grade, the followups every 2 years will give an unparalleled opportunity to see who drops out and who stays in school. This base-year survey provides some indicators of "at-risk" status and has examined six primary risk factors.

What percent have each of the six factors?

- 22 percent—single parent family
- 21 percent—family income less than $15,000
- 14 percent—home alone for more than 3 hours a day
- 11 percent—parents have no high school diploma
- 10 percent—sibling dropped out
- 2 percent—limited English proficiency

Overall, a little over half of the students have no risk factors, a quarter have one risk factor, and 20 percent have two or more.

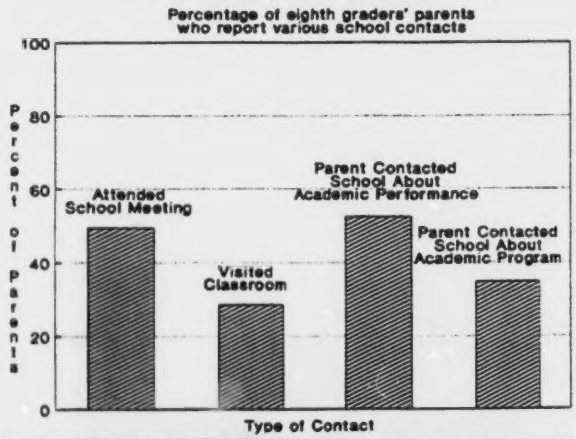
Students with two or more risk factors are twice as likely as those with no risk factors to have the lowest grades (38 vs. 18 percent) and lowest test scores (44 vs. 16 percent).

Two interesting notes: Although almost four-fifths of parents said they talked *regularly* with their eighth grader about school experiences, 48 percent of the students said they had such discussions less than three times since the school year began. And while there has been a great deal of publicity about drugs in the schools, the students themselves were far more concerned about class disruptions caused by other students.

Students in NELS:88 are currently going through the 1990 followup. But the base-year data will give us a great deal of new information about eighth graders that will help inform the debate about policies and curricula for the future.

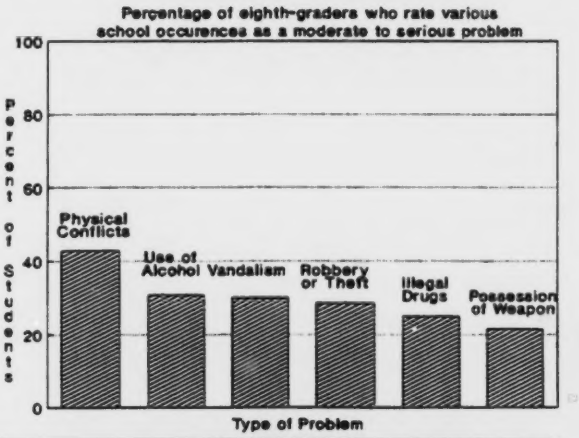
The report, *NELS:88, A Profile of the American Eighth Grader* (stock number 065-000-00404-6), is available for $9 from the Government Printing Office, Superintendent of Documents, Washington, DC 20402-9325.

Parents' Contact with School



Source: *National Education Longitudinal Study of 1988*, National Center for Education Statistics, Office of Educational Research and Improvement, U.S. Department of Education

Problems at School

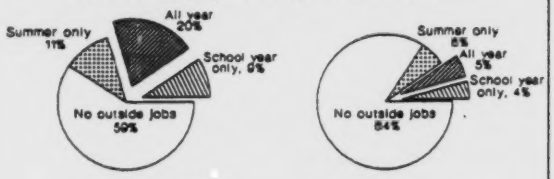


Source: *National Education Longitudinal Study of 1988*, National Center for Education Statistics, Office of Educational Research and Improvement, U.S. Department of Education

Charting the Course

Feel free to use any or all.

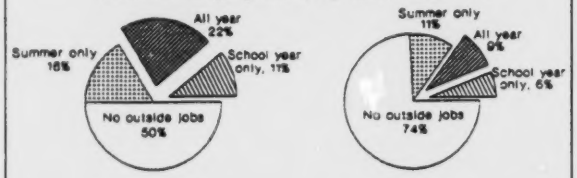
Full-Time Public School Teachers at All Levels with Outside Employment, by Sex, 1987-88



Total 628,799 men — Total 1,479,641 women

"All year" plus "School year only" equals number with outside jobs while teaching full time.

Full Time Private School Teachers at All Levels with Outside Employment, by Sex, 1987-88

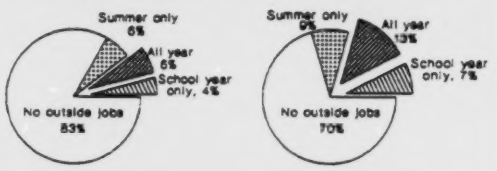


Total 55,230 men — Total 195,065 women

"All year" plus "School year only" equals number with outside jobs while teaching full time.

Source: *Schools and Staffing Survey, 1987-88,* National Center for Education Statistics, Office of Educational Research and Improvement, U.S. Department of Education

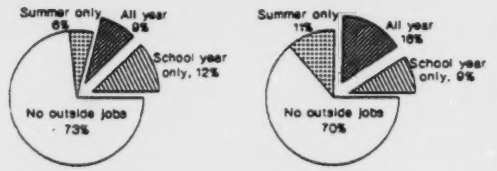
Full-Time Public School Teachers with Outside Employment by Level Taught, 1987-88



Elementary total 1,067,475 — Secondary total 1,050,779

"All year" plus "School year only" equals number with outside jobs while teaching full time.

Full-Time Private School Teachers with Outside Employment by Level Taught, 1987-88

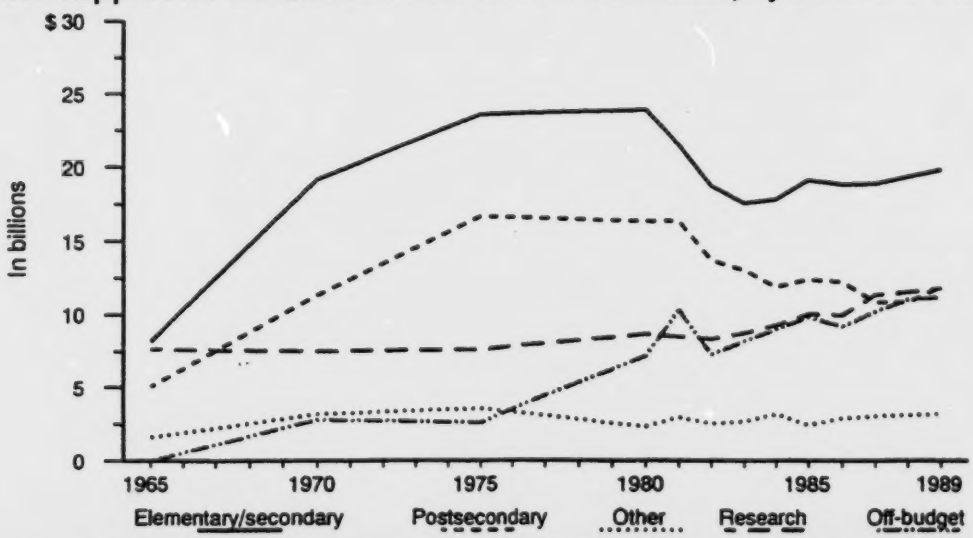


Elementary total 138,230 — Secondary total 112,294

"All year" plus "School year only" equals number with outside jobs while teaching full time.

Source: *Schools and Staffing Survey, 1987-88,* National Center for Education Statistics, Office of Educational Research and Improvement, U.S. Department of Education

Federal support for education in constant 1989 dollars, by level: FY 1965 to 1989



Sources of funds, Fiscal Year 1989: Departments of Education (44.2%), Health and Human Services (13.8%), Agriculture (12.4%), Defense (7.9%), Energy (5.2%), Labor (5.0%), Veterans Affairs (2.0%), and Interior (1.2%), and National Science Foundation (3.5%), National Aeronautics and Space Administration (2.0%), and Other Agencies (2.9%); Total $46.7 billion.

Source: *Federal Support for Education: Fiscal Years 1980 to 1989,* published by the National Center for Education Statistics, Office of Educational Research and Improvement, U.S. Department of Education

U.S. GOVERNMENT PRINTING OFFICE: 1990 0-883-339

Tidbits

Feel free to use any or all .

Compare and Contrast

Office of Educational Research and Improvement
U.S. Department of Education

● 1988 eighth graders watched television four times as many hours as they spent on homework (21.4 hours versus 5.6 hours). *National Education Longitudinal Study of 1988.*

● Two-thirds of 1988 eighth grade students want to get at least a bachelor's degree, but only about one-third planned to enroll in a college preparatory program in high school. *National Education Longitudinal Study of 1988.*

● On average, public school principals in 1987-88 earned twice as much as private school principals ($44,250 versus $22,650). *Schools and Staffing Survey.*

● The typical public school teacher in 1987-88 earned $10,000 more than the average private school teacher ($26,230 versus $16,562). *Schools and Staffing Survey.*

● Korean 13-year-olds scored 567.8 on a science test given by the International Assessment of Educational Progress. United States students only scored 473.9—below New Brunswick (Canada), Spain, United Kingdom, and Ireland. *Condition of Education, Volume I.*

● A school district of 380 students in grades K-12 can have the same advanced classes as large districts through technology. Using satellite dishes, students in this small school district and in similar districts in 21 states can watch courses presented live from San Antonio. They can even ask questions using a telephone hookup. This is part of the Star Schools program funded by the Office of Educational Research and Improvement. *Office of Educational Research and Improvement Bulletin.*

● One of the most powerful predictors of a young child's success as a reader is recognition of the letters of the alphabet. Other predictors are knowing which is the front of the book, whether the story is told by the pictures or print, and which way the pages turn, and awareness of phonemes—the speech sounds that roughly correspond to individual letters. Therefore, the best thing parents can do for their young children is to read to them. *Beginning to Read: Thinking and Learning about Print—A Summary.*

● While children make up 37 percent of users of public libraries, 58 percent of the libraries do not have a children's librarian. Nonetheless, more than 90 percent have specific programs for children, such as study space, summer reading programs, and story hours. *Services and Resources for Children in Public Libraries.*

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For more information about new studies, publications, data sets, and upcoming events, get the free, quarterly *OERI Bulletin.* Just send your name and address on a postcard to **OERI Bulletin, 555 New Jersey Avenue NW, Washington, DC 20208-5725.**

Recognized Ideas

Office of Educational Research and Improvement
U.S. Department of Education

Here are some ideas that schools recognized by the U.S. Department of Education's School Recognition Program (also known as the Blue Ribbon Schools Program) have found to be effective:

● With so many students having after-school activities or jobs, "early bird" classes give students a chance to take classes they might not otherwise fit into their schedules. Particularly popular are music and foreign languages.

● To minimize the drug and alcohol presence in school and promote awareness, 100 young people are recruited to participate in the "All Star Program" as peer counselors. Participating students attend three-day summer retreats with workshops on decision making, role modeling, and self worth. Students meet monthly with parents to promote their involvement in the project.

● "DoDads" is a large group of fathers who work in the school in the evenings. Their pride in their contributions to the school is reflected in their DoDads tee shirts and the fact that many remain as part of the group even after their children have graduated.

● The high school library is open one night a week for community members and students. The guidance department is also on duty that night so that students (and their parents) may come for individual counseling on college possibilities, scholarships, and other financial aid opportunities, as well as for any personal needs.

● Members of the "Breakfast Club," a group of senior citizens, are given a list of students with a history of tardiness. The senior volunteers call the students each morning to wake them up, to give personal encouragement, and to show that someone cares. This approach has been quite effective in reducing tardiness in a large school with a heterogeneous student body.

● On "Conspiracy Day," all faculty members conspire to teach the same study skills within the context of their courses. Since the skills are taught for six consecutive classes as they relate to each subject, students tend to retain the skills at very high levels.

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The School Recognition Program (also known as the Blue Ribbon Schools Program), established in 1982 within the U.S. Department of Education, presents Excellence in Education Awards to public and private schools that are unusually effective in educating their students with available resources. One year, elementary schools are recognized; the next, secondary schools. For more information, write the School Recognition Program, Programs for the Improvement of Practice, OERI, 555 New Jersey Avenue NW, Washington, DC 20208-5645

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

JAN 10 1991

Dr. Ted Brandhorst
ERIC Processing and Reference Facility
ORI, Inc., Information Systems
4350 East-West Highway
Suite 1100
Bethesda, Maryland 20814-4475

Dear Dr. Brandhorst:

I am looking forward to the Collaboration and Dissemination Meeting with key representatives of the regional laboratories, research and development centers, and ERIC on January 16 and 17, 1991. As my staff has informed you, the meeting will be held at the Washington Court Hotel, 525 New Jersey Avenue, NW, Washington, DC.

I see four specific goals for the meeting:

1. to establish mutual expectations among OERI, ERIC, the labs and the centers for collaboration and dissemination;

2. to enable participants to share information about their activities as a foundation for collaboration and dissemination;

3. to start some collaborative activities, or identify potential ones; and

4. to agree on next steps for collaboration and dissemination, including dates of future meetings.

Enclosed is a copy of the conference agenda. On the first day, you should plan to attend a discussion group and be prepared to share information regarding your organization. You will be contacted shortly by an OERI staff person concerning logistical arrangements.

If you have any questions concerning the meeting, please call Bob Stonehill on (202) 219-2088. I look forward to seeing you at what I believe will be a very important meeting for all of us.

Sincerely,

Christopher T. Cross
Assistant Secretary

Enclosure

AGENDA

COLLABORATION AND DISSEMINATION MEETING
WITH
REGIONAL LABORATORIES, RESEARCH AND DEVELOPMENT CENTERS,
AND
EDUCATION INFORMATION RESOURCES DIVISION

JANUARY 16 AND 17, 1991

Washington Court Hotel
525 New Jersey Avenue, N.W.
Washington, D.C.

Wednesday, January 16, 1991		**Meeting Location**
8:30 - 8:45	Coffee and Danish	Atrium
8:45 - 9:15	Opening Remarks and Introductions Milton Goldberg, Director, Office of Research Nelson Smith, Director, Programs for the Improvement of Practice	
9:15 - 10:45	New OERI Initiatives/Lab, Center, ERIC Reactions Christopher T. Cross, Assistant Secretary Susan Fuhrman, Director, Center on Education Policy and Student Learning Dean Nafziger, Director, Far West Laboratory for Research and Development Todd Strohmenger, Chairman, ERIC Executive Committee	
10:45 - 11:00	Break	
11:00 - 12:15	Break Into Discussion Groups	
	1) Families/Early Childhood	Mt. Vernon Room
	2) "At Risk" Children	Suite 316
	3) Assessment	Suite 318
	4) Mathematics,Science, and Technology	Sagamore Hill East
	5) Adult Literacy and Lifelong Learning (including postsecondary and workforce)	Ballroom West
	6) Rural Education	Mt. Vernon Lounge
	7) Restructuring	Sagamore Hill West
12:30 - 1:45	Lunch	

2:00 - 3:15	Return to Group Discussions	
	1) Families/Early Childhood	Mt. Vernon
	2) "At Risk" Children	Suite 316
	3) Assessment	Suite 318
	4) Mathematics, Science, and Technology	Sagamore Hill East
	5) Adult Literacy and Lifelong Learning (including postsecondary and workforce)	Ballroom West
	6) Rural Education	Mt. Vernon Lounge
	7) Restructuring	Sagamore Hill West
3:15 - 3:30	Coffee Break	
3:30 - 4:30	Reflections on Group Discussions	Atrium
5:30 - 7:00	Reception * *Sponsored by the American Educational Research Association and Sports Illustrated for Kids*	Atrium

Thursday, January 17, 1991

9:00 - 10:00	Institutional Communications Network (ICNet) - Discussion of Present and Future Use.	Atrium
10:00 - 10:15	Break	
10:15 - 12:00	Laboratories	Room 318
	Centers	Ballroom West
	ERIC	Suite 316
	Lab and Center Dissemination Committee	Sagamore Hill
12:00 - 1:00	Lunch	
1:00 - 3:00	Laboratories	Room 318
	Centers	Ballroom West
	ERIC	Suite 316
3:00 - 4:00	Discussion of Next Steps	Atrium

Adjourn

An Intellectual Utility for Science and Technology: The National Research and Education Network

STEPHEN B. GOULD*

This article will provide a brief overview of the primary computer network structures serving the U.S. academic research community. Plans for transforming the Internet into a National Research and Education Network are moving forward under the leadership of the National Science Foundation and the Federal Research Internet Coordinating Committee. The article outlines the scope of computational and information resources likely to be available to users through the national network, and highlights the role envisioned for the network in facilitating effective remote interaction by researchers with colleagues, scientific instruments, and data. When fully implemented, the national network can serve both as a powerful utility that extends the capabilities of scholars, scientists, and engineers, and as a testbed for an electronic information infrastructure available to every home, office and factory in the United States in the 21st century.

If information maintained in electronic or digital form is the lifeblood of the "information age," then interconnected computer networks are surely becoming primary circulatory systems that nourish the health of business, science, and technology. Electronic information holds substantial advantages over printed information in that it is more economical to manage and store, can be searched more effectively, can be retrieved quickly without going to another location, and can be moved around easily. Computer networks that are national or international in reach are fast becoming an essential means of exploiting these inherent advantages.

This article will provide a brief overview of the continuing evolution of the primary computer network structures serving the U.S. academic research community. The develop-

*Direct all correspondence to: Stephen B. Gould, Congressional Research Service, Library of Congress, Washington, D.C. 20540.

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ment of a national electronic information infrastructure for science and technology is an ongoing process that is similar to, parallels, and is encouraged by the development of computer networks serving the scientific and engineering communities.

Information technology is now often defined as the combination of computer technology and telecommunications technology that makes possible computation, communication, and the storage and retrieval of information. In the academic research community, information technology now includes:

- Computer hardware of all kinds, from microprocessors dedicated to specific research tasks to the most powerful supercomputers;
- Communications networks that link scientists and engineers to each other and to resources of various kinds through their computers; and
- Computer software that researchers use to design and run projects, collect and analyze data, and manage the information that the projects yield.

Extensive use of these tools is rapidly changing the conduct of science and engineering. It has steadily reduced constraints of speed, cost, and distance associated with data collection and analysis, modeling of complex phenomena, communication and collaboration among researchers, and information storage and retrieval.

Demand for Wide-area Network Services

Advancements in information technology fuel a number of trends related to data collection and analysis that in turn encourage increased use of wide-area computer networks among researchers. Growth in the amount of information that researchers can electronically or digitally store and analyze with their individual workstations has substantially increased the demand for direct electronic access to central, large-scale data repositories. Creation of new families of computer-controlled instruments and machines has opened up enticing opportunities for resource sharing through remote control and interaction. The development of regional centers housing expensive high-performance computers requires the availability of high-quality wide-area networks to maximize the distribution of benefits of these expensive resources within the research community.

Use of computer networks is contagious, and in itself fuels greater demand. The more researchers that are introduced to the opportunities associated with computer networks and obtain connections, the greater the value inherent in network access. Increased connectivity among researchers and computational resources breeds greater demand for network access which, when fulfilled, breeds further demand. The most popular network function to date, and thus a major factor fueling network growth, is electronic mail. E-mail, the process of sending text from one computer user to another over the network, is partially replacing written and telephone communication within many research communities. Accordingly, networks have become a primary channel for conversation and for repeated exchanges of text, data, and software files.

Growth in demand for wide-area networks is also a reflection of new interdependencies within and among universities, government agencies, and private industry. A broad consensus favoring increased efforts to promote effective technology transfer among these sectors

serves to promote greater communication and collaboration between them. To maintain national competitiveness, it has become increasingly important to share scientific and technical developments as they happen. As a high-speed conduit for such information, wide-area networks are recognized as both facilitating the conduct of research and the transfer of research to those who develop and use technology.

Development of the Internet

The network of computer networks known as the Internet originated with the development of the ARPANET, an experimental network established in 1969 by the Defense Advanced Research Projects Agency (DARPA). With ARPANET, DARPA sought to demonstrate the potential of computer networking based on packet-switching technology that allows many users to economically share a single communication channel. In the 1970s, DARPA sponsored several additional networks and supported the development of a set of rules and procedures for addressing and routing messages across separate networks so that they could be linked together. Called the "Internet protocols," these rules and procedures provided a universal language allowing electronic messages to be sent across multiple interconnected networks.

In the 1980s the number of networks attached to ARPANET grew as technological advances facilitated network connections. ARPANET has become so heavily used by 1983 that the Department of Defense split off operational traffic associated with military research and development programs onto a separate network known as MILNET. In recognition of the exploding demand for network services, DARPA officials also sought to shift the burden of serving general academic research needs away from the Department of Defense.

Beginning in 1985, the National Science Foundation (NSF) assumed responsibility within the Federal government for coordinating the development of the Internet. Since then, NSF has actively worked to foster the creation of networks serving the academic research community, to interconnect the networks serving various segments of the research community, and to build expanded data communication capacity to better serve research needs. In 1986, NSF began funding a backbone network called NSFNET in order to provide remote access to its supercomputer centers. Regional and local area campus networks are linked to NSFNET's interstate backbone to connect researchers at more than 220 colleges and universities. Regional networks include partial-statewide networks like the Bay Area Regional Research Network in northern California, statewide networks like the New York State Educational Research Network, and multistate networks like the Southern Universities Research Association Network.

Other Federal agencies also operate networks on the Internet to support their missions, including the Department of Energy (HEPNET, MFENET, and ESNET), the Department of Health and Human Services, and the National Aeronautics and Space Administration (NASNET and SPAN). This loosely organized confederation of Federal, regional, and local networks, which use the Internet protocols, make up the current Internet. The Internet now supports a vast, multidisciplinary community of researchers and its use is generally free-of-charge to individuals engaged in government-sponsored research.

The Internet's evolution from a prototype network to a large-scale multinetwork has accelerated rapidly in the 1980s. In late 1983, the Internet was comprised of about 50

networks. By January 1990, the number had grown to over 1000. The number of host computer connected to the Internet has grown from about 200 in 1982 to over 20,000 in early 1987 and over 100,000 by early 1990. NSF has estimated that over half a million researchers are using the Internet. Funding for Internet operations comes from the five Federal agencies involved in operating research networks and from universities, states, and private companies involved in operating and participating in local and regional networks and the NSFNET backbone.[1] A Federal Research Internet Coordinating Committee, operating under the auspices of the White House Office of Science and Technology Policy, coordinates the functioning and integration of agency networks at the Federal level. However, management of the Internet is decentralized, residing primarily at the host site and individual network levels.

Researchers and educators currently use the Internet and other networks for a variety of functions:

- Electronic mail (e-mail) and electronic publishing;
- Software and data file transfer/exchange;
- Graphics and image file transfer;
- Remote computer access (interactive and batch) to supercomputers and other specialized research instruments; and
- Remote access to computerized databases.

Not all individual academic networks are currently equally suited for or even capable of each of these applications. Actual network uses, therefore, depend on which network an individual user is connected to.

The National Research and Education Network

Today's Internet is far from providing uniformity in the type and quality of service provided to users, and despite its size does not yet reach the entire research and education community. While compatibility among networks has been steadily increasing, many of the networks currently being used are still fragmented into separate operations regimes. Communication options are often limited in terms of the kinds of computer equipment, systems and applications that can use the networks effectively. Interconnection points between some networks are weak if available, thus limiting the extent to which colleagues can reliably use the networks to communicate and collaborate. Since instruction, documentation, and troubleshooting support for network users are in many cases scarce, the researchers able to effectively use existing networks are those who have developed a degree of expertise in computer networking technology.

To remedy these weaknesses, continued evolution of the Internet until it becomes a user-friendly, unified high-speed research network with nationwide coverage is envisioned by Federal sponsors and academic participants. Supporters see a truly national research network as one of the elements required to obtain a high performance distributed computation and communication infrastructure that will enhance research and technology development in government, academia, and industry. A coordinated research network based on very high capacity links would enable the creation of large-scale geographically distributed

research support systems that could link numerous high performance workstations, databases, data generation sources, and the most powerful high performance computers.

The Federal Research Internet Coordinating Committee, which includes representatives of DARPA, DOE, HHS, NASA, and NSF, has begun transforming the Internet into a full-fledged National Research and Education Network (NREN). This is being done through the sharing of communications circuits, network access points, and even entire networks, leading to streamlined operations and reduced costs. The plan developed by the Committee calls for the NREN to be developed in three stages. In Stage 1 the agencies will complete an upgrade of their networks to 1.5 megabit per second (T1) trunks. Under the supervision of DARPA, "policy-based routing" mechanisms are being devised that will allow better interconnection of these trunks . In stage 2 the agencies will acquire a common set of 45 megabit per second (T3) transcontinental trunks, to be known as the Research Interagency Backbone. When this is fully operational, it will be interconnected with the NSFNET backbone, resulting in a interim NREN that provides upgraded network services to 200 to 300 research institutions.

The NREN concept is based on a fundamental premise of open access to all qualified researchers and scholars. By the end of Stage 2, it is expected that every university and major laboratory will be connected to the NREN through a mid-level network. It is anticipated that the mid-level networks would continue to be operated with the financial sponsorship of state and local governments and industry as private and autonomous business entities. Stage 2 technologies are expected to form a base from which commercial providers can offer compatible networking services nationally. Deployment of the Stage 3 NREN, an operational national network with gigabit-capacity trunks, will include a structured process resulting in transition of the network from a government operation to a commercial service.

Dimensions of the Intellectual Utility

An extensive array of information resources will likely become stitched together by the NREN to form a more cohesive electronic information infrastructure within the United States. Reference databases, which store in electronic formats information that primarily helps researchers find out about printed literature of interest, comprise what may be the most extensive category of resources. These computer-searchable services have expanded enormously over the past twenty-five years. The National Library of Medicine's MEDLINE, the Library of Congress' card catalog, the National Agriculture Library's AGRICOLA, and NASA's RECON databases are examples of the reference services that could be integrated into NREN. Increasingly, reference databases are being expanded to include full-text retrieval capabilities. Other reference resources include the U.S. National Technical Information Service which electronically maintains abstracts of unclassified, publicly available reports, software packages and data files from over 300 government agencies related to hundreds of subject areas.

Scientific and engineering data sets found in source databases preserve information and measurements relating to topics of broad common interest to various segments of the research community. For example, GenBank is an electronic library of known genetic sequences. Descriptions of the molecular structures of all chemical substances reported in the scientific literature since 1961 are maintained by the Chemical Abstracts Service. The National

Oceanic and Atmospheric Administration and the National Aeronautics and Space Administration have thousands of computer tapes holding data drawn from observations of the earth, the atmosphere, and space. Ongoing and anticipated large-scale data-generation and observational efforts will produce ever larger files that could be made widely available to researchers for analysis through the NREN.

Knowledge banks take a variety of forms, including electronic bulletin boards, ongoing computer conferences, multi-function databases, and expert systems. BIONET, which serves the molecular biology community, offers a research news bulletin board that has become a forum where scientists can post interesting developments and highlight the expertise and research interests of their laboratories for the rest of the electronic community. A service initiated by the Welch Medical Library of the Johns Hopkins University makes available an online gene map along with over 4,300 descriptions of specific disorders and substances related to genetic diseases that are updated every week. Prototype expert systems being developed will assist researchers in interpreting mass spectra of organic molecules, in troubleshooting particle beam lines for high energy physics, in chemical synthesis planning, in planning experiments in molecular genetics, and in automated theory formulation in chemistry, physics, and astronomy.

Software libraries will be a major component of the future U.S. information infrastructure. Such repositories are maintained by various research organizations to support the needs of their community of computer users. In many disciplines, it is common to use standard software packages for certain classes of problems. A key function of the NSF-funded supercomputer centers is to make available large collections of software relating to diverse scientific and engineering supercomputing applications, since few research groups or universities can afford to maintain their own comprehensive libraries.

Prototyping services such as the Metal Oxide Semiconductor Implementation System (MOSIS) represent yet another type of resource that could be connected to the NREN. MOSIS serves the research community as a broker for commercial silicon foundry services by contracting for the manufacture of custom very large-scale integrated chips. Orders for circuit designs that are submitted electronically are batched by MOSIS and sent on to one of several foundries for cost-effective, rapid prototype fabrication.

Sharing of expensive instrumentation is important to many research disciplines and is likely to become more so. A wide variety of facilities provide the experimental apparatus required by groups of scientific collaborators located throughout the country. Many research facilities consist of a single, large, and expensive installation such as a radio telescope, synchrotron light source, wind tunnel, particle accelerator, or supercomputer. Other unique facilities are comprised of computers that host specialized analytic software or unique databases. A primary function of the NREN will be to facilitate access to these unique scientific resources.

Future information infrastructure development efforts may include standardizing, cross-linking, and developing a master index for diverse databases in order to form a universally-accessible digital library system. This could greatly simplify access to information sources from printable documentation to complex data structures from any workstation on the national network. There are likely to be expanded efforts to incorporate textbook type knowledge in computer-based formats into sophisticated expert systems and comprehensive knowledge banks related to science and technology. Proposals for an network-accessible "electronic transaction framework" would provide a testbed for exploring new ideas in

computer-based interactions related to custom design of electronic and optical devices, flexible manufacturing systems, and rapid procurement/bidding systems.

National Collaboratories

The Internet and NREN are providing the technical means to facilitate the operation of a new generation of cohesive "centers without walls"—centers, institutes and laboratories that exist outside of normal organizational structures and without a single geographical location or common administrative structure. In March 1989, a workshop sponsored by NSF's Directorate for Computer and Information Science was convened at Rockefeller University to develop recommendations for a research agenda that would focus on advancing mechanisms to more effectively support remote interaction by researchers with colleagues, instruments and data. Workshop participants envisioned use of high-speed computer networks to support functional "collaboratories" that allow scientists and engineers to work with remote facilities and each other as if they were co-located. More than just use of network services, a collaboratory would be enabled by a combination of technology, tools and infrastructure that permit the maintenance of an effective, ongoing interface among physically remote colleagues and facilities.

Functions envisioned for collaboratories include fostering interdisciplinary research, managing unique instrumentation, and assembling a critical mass of the factors that contribute to research productivity. To be successful, a collaboratory must allow a geographically dispersed community of researchers to interactively share ideas, data, and instruments with much the same ease as individuals who are collocated now enjoy. Without the constraints of distance, opportunity and choice would determine the composition, size and duration of disciplinary or interdisciplinary research teams. Collaboratories could offer new alternatives for managing and using inherently remote instruments like space telescopes and unmanned deep ocean vehicles. Some of the largest scientific challenges, such as comprehensively documenting and understanding global change, require research efforts that are necessarily distributed among a geographically-dispersed array of researchers, instruments, and databases. To meet such challenges, effective remote interaction will be essential to problem solving.

Research required for the development of collaboratories will focus on integration of existing computer-based/controllable research tools into a unified system architecture, creating smoothly functioning interfaces between such tools, making the enhancements and modifications required to make the tools fully accessible and usable by the research community, and evaluating and improving the degree to which the tools work together to support scientific and engineering research. The component parts of a collaboratory will include software to facilitate project organization and management, and coordination of action, joint design, and resource scheduling. General collaborative tools include e-mail systems that perform with increased interoperability, graphics capability, privacy, and user support services; electronic file transfer protocols that enable team members to share their results in the form of computer files and engage in cooperative development and analysis activities; and software for the operation of remote facilities and instruments (with access control and authentication for safety and security). Other tools that could enhance research productivity and strengthen interfaces within a collaboratory are listed in Table 1. In addition to specialized instrumentation, hardware components for the collaboratory are envisioned

to include workstations having a minimum of 10 mips processor speed, 10 mbytes memory, and 1000×1000 pixel color displays, computer network links capable of conveying information at speeds in excess of 1 gigabit per second, and high performance computers with processor power of gigaflops to teraflops.

Table 1: Collaboratory Infrastructure Tools*

- Smart agents for the design of experiments, including expert systems for planning, scheduling, coordination, operation and design of experiments;
- Smart data gathering tools for intelligent screening and identification of significant data;
- Interoperable data description protocols to facilitate multidisciplinary use and analysis of data from multiple sensors and computer models;
- Information fusion techniques for overall integration and understanding of data from heterogeneous sources;
- Standard file representations for higher level functionality in shared files;
- Standardization and adoption of user-friendly formats to facilitate database use;
- Multimedia e-mail (graphics, sound, spread sheets, scanned images, and full-motion video);
- Computer conferencing software to support structured discussions in an open architecture environment;
- Real-time computer supported multi-media teleconferencing;
- Publication mechanisms for digital technical reports and journals;
- Digital libraries with search mechanisms for finding information contained in documents of all types, including software, video, and other "unusual forms" (i.e., linearly-encoded scientific data), within in a distributed database;
- Hypertext capabilities that work across local-and wide-area networks;
- Protocols that facilitate integration of services over distributed libraries;
- Artificial intelligence tools for scanning and recognizing the contents of documents;
- Intelligent agents or "knowbots" that conduct searches of distributed digital libraries to find desired information;
- Hypermedia databases that track research team interactions and provide ongoing record of design decisions, operational problems and corrections, and research approaches;
- Online interactive mechanisms for an user education and training support;
- Remote experiment schedulers;
- Automated scheduling negotiation processes;
- Access control and authentication procedures to provide secure means for sharing control of resources; and
- Software for simulation of scientific instruments in order to replace construction of expensive physical prototypes and enable collaborative development and evolution of shared instruments;

*Source: These concepts are drawn from "Towards a National Collaboratory: Report of an Invitational Workshop," 1989.

Getting There From Here

In the computer industry, linking and combining diverse hardware and software components into a seamless web of functionality is known as "systems integration." Systems

integration is one of the industry's fastest growing services, with $17 billion in total revenue projected for 1990—up from approximately $1 million in 1975. A fully developed NREN and National Collaboratory each require monumental systems integration accomplishments. The ultimate goal of NREN is to make computer networking "as pervasively available as telephone service is today," with the corresponding ease of inter-computer communication providing benefits to the entire nation by improving the productivity of all information-handling activities.[2] The vision guiding the National Collaboratory concept is one of achieving seamless access by all scientists and engineers to colleagues, instruments, data, information, and knowledge.[3] While much is being done within government, universities, and industry that will contribute to the eventual completion of these electronic infrastructures, much coordinated work remains to be done.

While scientific data and reference databases promise to be significant repositories of knowledge to be accessible through the NREN, there are many practical problems hindering their integration into networks. One obstacle is the current state of information/data storage, management and preservation. In many cases, stored machine-readable data are gradually becoming useless, either because of storage media decay or the storage technology itself is obsolete. Access to data is often problematic. For various reasons, researchers have difficulty getting access to data stored directly by other researchers. Even when they get access, they may have trouble reading them in the absence of standardized formats or adequate documentation, and often lack information on the quality of the data. Because of inconsistent formats and retrieval procedures between databases, many searches of even the best commercially maintained databases are incomplete, cumbersome, inefficient, expensive, and executable only by specialists.

Poor interoperability of existing software tools and demand for new software that outstrips production capabilities together create a major obstacle to network-based integration of research support systems and tools. Improvements in software and algorithms have become the primary determiners of the power, flexibility, and reliability of computing systems. There is a generalized need for the vast array of existing and emerging knowledge pertaining to software to be codified, unified, distributed, and extended more systematically. Providing access to information on the scale of national online libraries, intelligent user support technologies, intelligent scientific instruments, and increased levels of user friendliness throughout the electronic infosphere will require a steady stream of software innovations.

Relative to the telephone system, today's computer networks are not very easy to use. Principal difficulties with communicating via electronic mail and file transfer technologies involve incompatibility between different text and data processing systems and between network protocols. Network addressing conventions are cumbersome and unhelpful, address locator services are nearly nonexistent, and overall network availability and reliability are in many case well below the standards associated with voice networks.

To date, the speed of networks has not nearly kept pace with the increase in the power of computers. Use of supercomputers has introduced capabilities for computational analysis, simulation, and modeling that generate very large data, graphic or video files. Such files cannot be communicated across current research networks in reasonable timeframes. Without higher capacity networks, the speed of data transmission remains a limiting factor in the ability of researchers to carry out complex analyses using remote resources. Greater network speed would reduce the time required to perform a given experiment and increase both the volume of data and the amount of detail that can be seen by researchers.

An interagency program plan formulated for and approved by the White House Office of Science and Technology Policy proposes a five-year program to double the resources being devoted to support high performance computing and networking. As part of this plan, spending to further develop and support the NREN is projected to increase even more rapidly, from approximately $30 million in year 1 to $110 million in year 5 prior to the transition of high-speed network services to the commercial marketplace. Given the intense competition for budgetary resources within the Federal government, the timing for executing this 5-year plan is uncertain. Separate legislation being considered by Congress (S. 1067 and H.R. 3131) calls for a comparable effort to enhance and expand research networking in the United States.

CONCLUSION

Perhaps the most exciting prospects for an extensive electronic infosphere involve not the amount of information and knowledge that will become more rapidly accessible, but the availability of tools that help users effectively find and understand the information they seek. With an information overload afflicting many sectors of activity, improved retrieval tools are crucial to the overall success of networking for most users. Among the tools beginning to be developed are knowledge-based systems as known "intelligent assistants" to help users sort through and organize available information, and new methods of presenting observational and computational results as visual images. Devising automated "knowbots" that periodically search multiple databases and digital libraries for needed information and bring it back to their users through the network may be possible within a decade. Success of the NREN will also depend in general on more flexible and intuitive ways for people to interact with, and control, the computers on the network.

There are obviously many component parts required to complete the NREN. Many of the technological building blocks are already available and in place. Other necessary tools, technologies and linkages will be developed during the 1990s. The full capabilities now envisioned are not likely to be available until after the year 2000. An enormous financial investment by an extended coalition of government agencies, universities, and industrial sponsors will be required to sustain progress in network development. At least at the Federal level, the rate of funding over the next few years is highly uncertain due to ongoing budgetary pressures.

NREN and a completed National Collaboratory mechanism ultimately offer the prospect of new ways of finding, understanding, storing, and communicating information, and should increase both the capabilities and the productivity of scientists and engineers. However, these electronic infrastructures represent more than a distributed computational paradise for scientists and engineers. They can be both a testbed for and prototype of a electronic information infrastructure that could be available to every home, office and factory in the United States. The same combination of technology, tools and infrastructure that will allow scientists and engineers to work smarter and more effectively interface with remote colleagues and facilities can also promote greater productivity, flexibility, and innovation in other sectors of the economy and society.

NOTES

1. NSFNET is operated with contributions of funds and/or services from NSF, the State of Michigan, IBM, and MCI. Regional networks are operated with the support of various types of public and private sector partnership arrangements.
2. Executive Office of the President, Office of Science and Technology Policy, "The Federal High Performance Computing Program," Sep. 10, 1989, p 35.
3. "Towards a National Collaboratory: Report of an Invitational Workshop," (Washington, D.C.: NSF/CISE 1989, p 6.

REFERENCES

Executive Office of the President, Office of Science and Technology Policy, "The Federal High Performance Computing Program," September 10, 1989.

John S. Quarterman, *The Matrix: Computer Networks and Conferencing Systems Worldwide* (Bedford, Mass.: Digital Press, 1990).

National Academy of Sciences, Committee on Science, Engineering, and Public Policy, *Information Technology and the Conduct of Research: The User's View*, (Washington, D.C.: National Academy Press, 1989).

"National Net '88 Double Issue: Public and Private Initiatives To Create a National Education and Research Network," *Educom Bulletin*, 23 (Summer/Fall, 1988): 2-72.

National Research Council, Computer Science and Technology Board, *Toward a National Research Network*, (Washington, D.C. National Academy Press, 1988).

Office of Technology Assessment, "High Performance Computing & Networking for Science," background paper (Washington, D.C. GPO., 1989).

"Towards a National Collaboratory: Report of an Invitational Workshop," (NSF/CISE; workshop co-chaired by Joshua Lederberg and Keith Uncapher 1989).

ACCESS ERIC
1600 Research Boulevard, Rockville, MD 20850 • 1-800-USE-ERIC

MEMORANDUM

To: Members of ERIC's 25th Anniversary Campaign Committee
From: Access ERIC
Subject: Recommendations for 25th Anniversary
Date: December 17, 1990

There was general agreement at the Directors' Meeting that for this campaign to be successful, the cooperation and support of all ERIC Components as well as the participation of ERIC vendors and users is critical. Through the use of special events and premiums these groups will become participants and sponsors.

This memo summarizes the activities from the 25th Anniversary Campaign Plan that, based on input from the Directors' Meeting and OERI, ACCESS ERIC recommends implementing. Please review these recommendations, add your suggestions and ideas, and forward to ACCESS ERIC, Belinda Taheri/Diane Loulou, by December 28.

This package also includes submissions for the redesign of the ERIC logo and milestones for design selection and production. Please select you favorite design as well as a second choice and call or FAX this information to Belinda or Diane by December 28.

Committee members are also being asked to take on assignments as well as make recommendations for funding sources/contact persons (attachment A). In addition, publicity activities (see schedule B) are being shared by Committee members and Clearinghouse staff. If you are interested in a specific publicity task or can recommend someone, please note the name next to the item.

ACCESS ERIC will compile all comments and suggestions and make them available at the first Anniversary Campaign Committee meeting. We propose a meeting January 11 to make assignments and finalize the anniversary logo selection.

Recommendations

1. Have ACCESS ERIC provide a Campaign Coordinator* who is responsible for the following:

    o Monitor/track progress of activities and communicate with OERI and the ERIC Clearinghouses.

*Belinda Taheri and Diane Loulou have been assigned co-coordinators.

o Assist in fundraising.

o Work with vendors and the Clearinghouses to develop campaign materials.

o Distribute materials and coordinate/schedule activities with the help of the Clearinghouses.

o Notify Clearinghouses of upcoming activities and ask them to publicize them.

2. Redesign the ERIC logo with an anniversary slogan. Solicit designs from all Clearinghouses.* Prepare camera-ready art for selected design, which will appear on all campaign materials.

3) Have OERI/ERIC hold a kick-off event at the May Directors' Meeting with an awards banquet as part of the event. The invitation list would include congressmen, senators, executives of education associations, members of Washington's education media, and U.S. Department of Education officials. The event could be held at a local museum or library; such a location is more likely to generate a better turnout than an office or conference room.

4) Order the following campaign premiums and supply to the Clearinghouses for special events and distribution to users.

o **Posters**--An important ERIC audience consists of libraries, ERIC information service providers, education-related information centers, and other education agencies. Since there is a lot of traffic at these locations, a poster would be a cost-effective medium for reaching large target audiences.

At one time, an ERIC poster was available and displayed in libraries across the country. This ERIC audience is actually a medium for reaching end users--teachers, students, parents and other potential ERIC users. An eye catching, colorful ERIC poster, designed to last beyond the anniversary, would give ERIC high visibility.

Costs: Poster design and preparation of camera-ready art.
Printing costs.

o **Coffee mugs**--Mugs are popular because they are so practical. Nearly everyone can use one, either at the office or at home. Mugs are also an attractive medium because they can be imprinted at a reasonable cost and people tend to keep them

* An E-Mail message soliciting designs from all Clearinghouses appeared on November 12.

for a while making the mugs highly visible. Mugs can be distributed to Clearinghouse Partners and other ERIC VIPs as well as Clearinghouse and Component staff.

Costs: Two-color, 11-ounce mugs (1,000) imprinted with anniversary logo: $1,790.

o **Pens**--A pen with the anniversary slogan will be an inexpensive, useful reminder of ERIC to users--both current and potential users. The ERIC Clearinghouses and Components can distribute a pen in every response request package as a way of saying "thank you" to users. These are also popular items at conferences, workshops, and meetings.

Costs: BIC ballpoint pens (15,000) imprinted with anniversary logo: $345.

o **Notepads**--A notepad is another inexpensive premium that can be distributed to ERIC users as well as Clearinghouse and Component staff as a reminder of ERIC. Distributed with the pens, these will be a popular and useful conference giveaway.

5) Encourage the Clearinghouses to hold creative special events for their user communities. Ideas include:

o Raffles/giveaways at conferences.

o One-time-only special promotions/discounts to users.

o Workshops or seminars for special user groups.

o "Run for Education," etc.

Local media, trade newsletters, and direct mail can be used to promote Clearinghouse events. Anniversary premiums and ERIC systemwide publications would be available for each Clearinghouse to distribute.

6) Cohost ERIC User Day in conjunction with a large national conference. ERIC staff could demonstrate the new online databases as well as ERIC on CD-ROM. ERIC vendors could be invited to hold training sessions on performing ERIC searches. A registration fee could be charged to recover costs. Vendors could rent display space, which could help defray the costs of workshop and conference materials.

In addition, vendors and the Clearinghouses could run workshops and training sessions. The Clearinghouses and the Department of Education are sources for guest speakers. Costs could be shared, or vendors could cover the costs as a marketing activity. This would also be a good time to introduce an innovation such as ERIC SchoolDisc.

Attachment A

Fundraising Sources

1) GTE

2) Dialog

3) SilverPlatter

4) OCLC

5) BRS

6) Orbit Search Services

7) UMI

8) Jossey-Bass

9) ARC

10) ORYX Press

11) Aspen

12) EDRS

Resources Needed

1. Offer free search time.

2. Provide funds to be used for campaign materials at ERIC's discretion.

3. Sponsor/cohost events.

4. Purchase premiums.

5. Publicity.

Attachment B

Publicity

A great deal of publicity can be generated by the ERIC System through cross promotion and networking. For example:

1) Announce the campaign and ERIC User Day in the following publications:

- **The ERIC Review**--ACCESS ERIC
- **EAB**--OERI
- **Resources in Education**--ERIC Facility
- **ERIC User's Interchange**--ACCESS ERIC
- **Clearinghouse newsletters**--All Clearinghouses

2) Include an announcement flyer or cover letter that mentions the campaign and ERIC User Day in regularly scheduled mailings to Clearinghouse Partners, ERIC Information Service Providers, Standing Order Customers, and others.

3) Provide local newspapers with announcements of Clearinghouse special events that also contain general information about ERIC and what it can do for the user.

4) Produce a systemwide article and send to OERI's education media mailing list.

5) Have each Clearinghouse send a feature to its professional journals.

6) Encourage electronic bulletin boards (ALANET, TECHNET, CompuServe, etc) to announce ERIC User Day.

7) Encourage online and CD-ROM vendors to run a "Congratulations ERIC!" message on their first display screen and printouts.

8) Ask journals indexed in CIJE to include a short message about ERIC and congratulating ERIC on 25 years of education service inside one issue.

ERIC 25th Anniversary Logo/Slogan Milestones

Purpose/Description: The ERIC logo will be redesigned for the 25th anniversary campaign and an anniversary slogan (to appear with the logo on campaign materials) will be developed. Using the ERIC acronym as the central design element, the new ERIC logo will be dynamic and express vitality, movement, and change. The corresponding slogan will be no more than one line.

Schedule:

Step		Due Date
1.	B. Stonehill makes E-mail announcement of ERIC logo update and requests Clearinghouse input for logo and 25th anniversary slogan.	11/17
2.	Clearinghouse deadline for ERIC logo and slogan submissions to ACCESS ERIC	12/14
3.	ACCESS ERIC sends submissions to Anniversary Committee members for review.	12/18
4.	Deadline for Anniversary Committee recommendations	12/28
5.	ACCESS ERIC sends top submissions to ERIC Executive Committee members for individual review	12/29
6.	Deadline for Executive Committee recommendations	1/9/91
7.	Anniversary Committee meets to choose top 3 designs and slogans as well as other assignments and milestones for Anniversary campaign	1/11
8.	Anniversary Committee submits top 3 designs and recommendations to Chris Cross for review	1/14
9.	Anniversary Committee announces final logo and slogan through Bob Stonehill	1/21
10.	OERI provides camera-ready art to be sent to all Components and incorporated into all future products	2/1

ERIC

CLEARINGHOUSE ON TEACHER EDUCATION

One Dupont Circle • Suite 610 • Washington, DC 20036 • (202) 293-2450 • Fax (202) 457-8095

Dear ERIC Colleague:

On April 10, from 1:30 to 4:00 pm EST, the Clearinghouse on Teacher Education and the American Association of Colleges for Teacher Education will broadcast a national teleconference, "Who's Missing from the Classroom: The Need for Minority Teachers." This teleconference, funded by OERI, will be interactive, including an on-site studio audience and telephone linkage with the receiving sites.

The format will consist of three segments, focusing on: (1) the value of diversity in the teaching force, (2) problems related to minority teacher recruitment and possible solutions, and (3) development of effective policies and procedures. Each segment will be introduced by pretaped comments from education leaders and by "field pieces" of classroom scenes, followed by a panel discussion. Panelists will then respond to questions from the moderator, studio, and viewing audiences.

This teleconference is a major product resulting from a 1990 modification to the Clearinghouse's contract in order to address the issue of increasing the number of minority teachers in elementary and secondary schools. Work has been carried out in collaboration with AACTE and the joint Forum of Education Organizational Leaders/the Washington Higher Education Secretariat Task Force on Minority Teachers.

If you are in the Washington, DC area, and would like to participate as a member of the studio audience (BizNet Studios, 1615 H Street, N.W.), please complete the enclosed form and return it by March 15 to guarantee your reservation. For those outside of the area, but on campuses or with organizations having access to down-link capabilities, we encourage you to become a site for reception of the teleconference. Contact Mwangaza Michael-Bandele at the Clearinghouse (202-293-2450) for transmission details.

Two additional products of this effort will be a program guide for use during the telecast and a monograph. The Clearinghouse is excited about this project and asks for your support in disseminating information about the teleconference. Please let me know if you have any questions.

Sincerely,

Mary E. Dilworth
Director

cc: Dorothy Myers

Enclosures

1987

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

Who's Missing from the Classroom?:

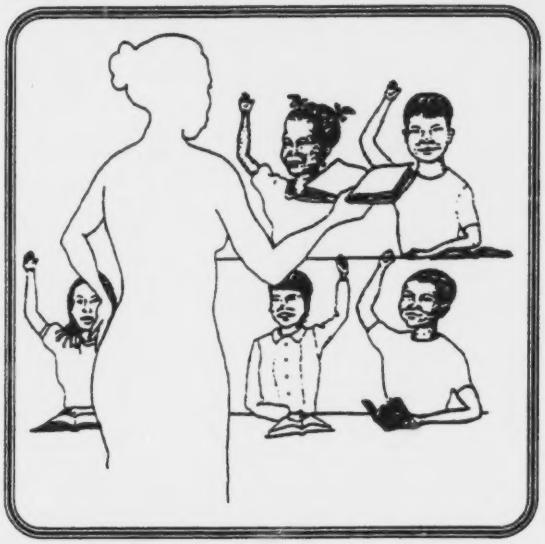
The Need for Minority Teachers

Teleconference

April 10, 1991 **1:30PM to 4:00PM EST**

Transmitted to sites nationwide Live! Via Satellite

Sponsored by the Office for Educational Research and Improvement in cooperation with the Forum of Educational Organization Leaders and the Washington Higher Education Secretariat



Panelists Include:

Ray Castro
The Tomas Rivera Center

Lisa Delpit
Morgan State University

Phil Schlechty
Center for Leadership in School Reform

William Smith
U. S. Department of Education

Felipe Veloz
National Association of State Boards of Education

Patrick Welsh
T.C. Williams High School

Contributing Scholars:

Gwendolyn Baker
New York City Board of Education

John I. Goodlad
Center for Educational Renewal

Patricia Graham
Harvard University

Harold Hodgkinson
Institute for Educational Leadership

Reginald Wilson
American Council on Education

An essential component in the educational equity equation is missing: minority teachers. This teleconference will feature a distinguished panel of experts, joined by a nationwide viewing audience of students, educators, businesspersons, parents and policymakers who will offer thought provoking analysis on the implications of the minority teacher decline and strategies that will help to alleviate this problem.

Teleconference may be accessed via Westar 4, Transponder 11, C-Band
No Licensing or fees required

To register and receive a Program Guide and/or order a video cassette copy of teleconference, complete and mail in the attached form.

Registration/Teleconference Video Cassette Purchase Form

Name: _____

Institution: _____

Street Address: _____

City/State/Zip: _____

Phone: _____

Fax No.: _____

Expected Number of Viewers at Site: _____

Authorized Signature: _____

Date: _____

$100.00 per Video (VHS) Cassette

_____ Number of Cassettes

_____ Total Amount Enclosed

_____ Check or _____ Money Order

MAKE PAYABLE TO:

American Association of Colleges for Teacher Education
Box MMB
One Dupont Circle NW Suite 610
Washington, DC 20036-2412
(202) 293-2450
FAX No. (202) 457-8095

WHO'S MISSING FROM THE CLASSROOM? TELECONFERENCE

AUDIENCE REGISTRATION

Please send one invitation for the "Who's Missing From the Classroom?" live studio broadcast to:

Name:_____

Institution Affiliation: _____

Street Address:_____

City/State?\Zip:_____

Phone: _____Fax:_____

Date: _____ Signature:_____

RETURN BY MARCH 15, 1991 TO:

American Association of Colleges for Teacher Education
"Who's Missing?" Invitation Request
One Dupont Circle
Suite 610
Washington, D.C. 20036-2412
Phone: (202) 293-2450 Fax:(202) 457-8095

One Dupont Circle, Suite 610
Washington, DC 200[illegible]12
202/2[illegible]50
FAX 202/457-8095

American Association of Colleges for Teacher Education

February, 1991
FOR IMMEDIATE RELEASE
For Information Contact:
Mwangaza Michael-Bandele
AACTE
(202) 293-2450

AACTE/ERIC Teleconference On Minority Teacher Supply

The American Association of Colleges for Teacher Education (AACTE) and ERIC Clearinghouse on Teacher Education (CTE) in cooperation with the Forum of Educational Organization Leaders and Washington Higher Education Secretariat (FEOL & WHES), will present a national teleconference on the supply of minority teachers entitled "Who's Missing From the Classroom?: The Need for Minority Teachers." The teleconference will broadcast live, April 10, 1991, from BizNet Studios, Washington, D.C.

Information and analysis relative to the implications of the minority teacher decline will be offered by noted scholars that include **Ray Castro**, Tomas Rivera Center; **Lisa Delpit**, Morgan State University; **Rochelle Clemson**, University of Maryland; **Phil Schlechty**, Center for Leadership in School Reform; **Elaine Witty**, Norfolk State University; **William Smith**, U.S. Department of Education; and **Felipe Veloz**; National Association of State Boards of Education. National education experts **John Goodlad**, Center for Education Renewal; **Reginald Wilson**, American Council on Education; **Patricia Graham**, Harvard University; **Harold**

Hodgkinson, Institute for Educational Leadership; and **Gwendolyn Baker**, New York City Board of Education, are among those who will provide pretaped commentary. The specific issues of diversity in education and the impact of policy development will be explored. Perhaps most importantly, workable solutions will be highlighted and proposed.

The broadcast will include footage of people and programs that have successfully addressed the problem of minority teacher supply and interactive program segments that will allow nationwide viewers, as well as members of the studio audience, to speak with panel members.

It is intended that the teleconference provide a general audience of educators, students, administrators, parents, teachers, business persons, and policymakers with quality information on the problem of the declining number of minority teachers in America and serve as a catalyst for activity to alleviate the problem.

The American Association of Colleges for Teacher Education is a national, voluntary professional organization of over 700 institutions committed to the improvement of teacher education. The Association hosts the ERIC Clearinghouse on Teacher Education, which is sponsored by the U.S. Department of Education's Office for Educational Research and Improvement (OERI). The Forum of Educational Organization Leaders (FEOL) includes representatives of the major national elementary and secondary education organizations and the Washington Higher Education Secretariat, the leadership of major national higher education associations.

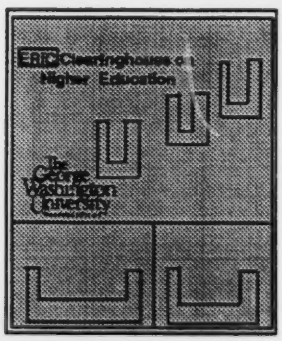
####

Portable/Disposable Clearinghouse Display

The *ERIC Clearinghouse on Higher Education* has initiated a new service for national conferences that cannot be personally attended. The Clearinghouse now has available, a portable/disposable display that can be used for literature display tables.

This portable display has been designed to make displaying ERIC materials both inviting and easy for the busy conference coordinator or program chair. The display is a prefabricated, two color, high gloss, free standing piece of cardboard (2 1/2' X 3') equipped with two large pockets and three small ones designed to accommodate ERIC Digests, topical bibliographies, monographs, and such brochures as the ERIC pocket guide and the ERIC/HE brochure. The ERIC logo, the name of the Clearinghouse and the name of its host institution are printed in the upper left-hand corner and the pockets are attractively arranged as depicted below.

ERIC/HE sends a total package to the conference in a specially designed box that includes: the display (already stuffed with appropriate materials), additional materials to be added when the pockets are emptied, a description of what to do with the display once it has been received, and a form letter referencing the agreement to set up the display.



February 20, 1991

ERIC "SPECIAL COLLECTIONS"

NAME	ACCESSION NUMBER RANGE	TOTAL RECORDS
Selected Documents on Higher Education	ED-000 001 - 001 000	845 Level 1 & 2 155 Level 3 1,000 records
Selected Documents on the Disadvantaged	ED-001 001 - 002 746	1,746
Office of Education Research Reports, 1956-1965	ED-002 747 - 003 960	1,214
MANPOWER RESEARCH		
FY1966 and FY1967	MP-000 001 - 000 392	392
FY1968 ED's Non-ED's	 MP-000 395 - 000 503 MP-000 505 - 000 710	 81 202
FY1969 Non-ED's ED's	 MP-000 711 - 000 946 MP-000 947 - 001 042	 236 96
	TOTALS	830 "Pure" MP's 177 ED's 1,007
PACESETTERS IN INNOVATION		
FY1966	ES-000 001 - 001 075	1,075
FY1967	ES-001 076 - 001 982	907
FY1968	ES-001 983 - 002 554	572
FY1969	ES-002 288 - 300 010	376
TOTAL		2,930
FY1966 - 1969	ES-000 001 - 002 599 This combined volume is said to contain only 45 new entries over volumes 1-3 (ES-002 555 - ES-002 599), but it also leaves out many entries in 1-4. The 45 new entries are not all in volume 4 and none are available from EDRS.	1,609

ERIC Search Aids

ACCESS POINTS TO ERIC: AN UPDATE - ERIC DIGEST

By B.J. Vaughn and Michael B. Eisenberg. December 1988. ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340. Free. Summarizes the points of access to the ERIC system: (1) Traditional Print Access; (2) Online Access Through Vendors; (3) CD-ROM; (4) ERIC Digests Online; (5) ERIC/IR Special Projects. (Also available as ED-310 780 from the ERIC Document Reproduction Service.)

ACCESSING ERIC WITH YOUR MICROCOMPUTER: UPDATE - ERIC DIGEST

By Jane Klausmeier Janis. December 1988. ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340. Free. Describes software, hardware, and telephone line components necessary to access online vendors. (Also available as ED-306 944 from the ERIC Document Reproduction Service.)

ALL ABOUT ERIC

ACCESS ERIC, 1600 Research Blvd., Rockville, MD 20850. Telephone: 800/USE-ERIC. Free booklet. Describes what ERIC is, and why and how to use it. Details the ERIC components.

CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE)

Monthly; semiannual cumulations. The Oryx Press, 4041 North Central at Indian School Rd., Phoenix, AZ 85012-3397. Telephone: 800/279-ORYX. Monthly subscription: $225.00 (North America), $260.00 (elsewhere). Semiannual cumulations: $225.00 (North America), $260.00 (elsewhere). Monthly subscription with semiannual cumulations: $430.00 (North America), $510.00 (elsewhere). (Oryx Press offers several other ERIC products and tools; call for details.)

DIRECTORY OF ERIC INFORMATION SERVICE PROVIDERS

January 1990. ACCESS ERIC, 1600 Research Blvd., Rockville, MD 20850. Telephone: 800/USE-ERIC. Free. Includes over 900 organizations that provide computerized searches of the ERIC database, that have sizable collections of ERIC microfiche, and/or that subscribe to and collect the various ERIC publications. Many of these organizations are open to the general public. [The directory is also available online through GTE Education Services (8505 Freeport Pkwy., Ste. 600, Irving, TX 75063-9990 – 800/634-5644).]

ERIC IDENTIFIER AUTHORITY LIST

June 1987. ERIC Processing and Reference Facility, 2440 Research Blvd., Suite 400, Rockville, MD 20850-3238. Telephone: 301/258-5500. *Alphabetical Display* ($30.00, U.S./$40.00, non-U.S.; ask for *free* supplement when ordering)–alphabetical list of the approximately 41,000 preferred identifier forms and the postings of each term. *Category Display* ($25.00, U.S./$35.00, non-U.S.)–companion volume to the main display, listing identifiers alphabetically within 20 broad categories.

ERIC PROCESSING MANUAL

ERIC Processing and Reference Facility, 2440 Research Blvd., Suite 400, Rockville, MD 20850-3238. Telephone: 301/258-5500. $40.00 (U.S.), $60.00 (non-U.S.). Subdivided by section, with two appendices. Sections and appendices available individually at $3.75 each. Sections include: 1) Introduction (an overview of the ERIC system); 2) Acquisitions; 3) Selection; 4) Handling and Shipping; 5) Cataloging (includes description of each field); 6) Abstracting, Annotating; 7) Indexing; 8) Vocabulary Development and Maintenance - Part 1, Descriptors and Part 2, Identifiers ($3.75 each part); 9) Data Entry (not presently available); 10) Data Base Changes (Post Publication). Also includes: Appendix A, ERIC Clearinghouse Scope of Interest Guide; Appendix B, Glossary of Terms. (Also appears as ED-219 082 in the ERIC Microfiche Collection and is available from the ERIC Document Reproduction Service.)

ERIC READY REFERENCES (NUMBERS 1-12, 14-15)

ERIC Processing and Reference Facility, 2440 Research Blvd., Suite 440, Rockville, MD 20850-3238. Telephone: 301/258-5500. Free. Ready references sheets to be posted near computer terminals used for searching ERIC. No. 1 provides a year-by-year list of ERIC accession numbers for *Resources in Education* (RIE) and the *Current Index to Journals in Education* (CIJE). No. 2 provides a complete display of ERIC Publication Types and their codes. No. 3 displays a sample RIE record. No. 4 gives instructions on using the *Thesaurus of ERIC Descriptors*. No. 5 lists ERIC price codes. No. 6 gives a listing of ERIC Clearinghouses, together with full addresses, telephone numbers, and brief scope notes describing the areas they cover. No. 7 is the "ERIC Fact Sheet," which lists some basic statistics pertaining to the ERIC system. No. 8 highlights ERIC's Target Audience data element, listing the audiences covered and describing how to access them online. No. 9 describes how to access and search the full-text ERIC Digests Online (EDO) database (not presently available). No. 10A is a complete list of all ERIC Digests to date arranged by ERIC Clearinghouse. No. 10B is the same list arranged alphabetically by title. No. 11 provides useful statistics and access information for the ERIC Microfiche Collection. No. 12 is the ERIC Telephone Directory, which lists telephone numbers of network components and database vendors under the function(s) (product or service) they provide. No. 14 describes how to obtain actual full-text documents and journal articles that are cited in the database. No. 15 gives three levels of costs (beginning, intermediate, and complete) for building an ERIC collection and providing ERIC services.

ERIC REVIEW

Three issues a year. ACCESS ERIC, 1600 Research Blvd., Rockville, MD 20850. Telephone: 800/USE-ERIC. Highlights important new publications, programs, and resources from a broad cross-section of education; each issue also contains one or more indepth features.

ERIC/RIE TITLE INDEX

ERIC Processing and Reference Facility, 2440 Research Blvd., Suite 400, Rockville, MD 20850-3238. Telephone: 301/258-5500. 1966-76 cumulation: out-of-print. 1977-83 cumulation: $30.00 (U.S.) and $50.00 (non-U.S.); limited quantity available. 1984-89 cumulation: $40.00 (U.S.) and $60.00 (non-U.S.). 1990 quarterly supplements: $35.00 (U.S.) and $45.00 (non-U.S.). 1984-89 cumulation with 1990 quarterly supplements: $50.00 (U.S.) and $65.00 (non-U.S.).

HOW TO PREPARE FOR A COMPUTER SEARCH OF ERIC - A NONTECHNICAL APPROACH

(Revised and Updated) by Marilyn R. Laubacher. May 1983. (ED-237 100 – Microfiche $1.15, Papercopy $9.36). Available from ERIC Document Reproduction Service, 7420 Fullerton Square, Ste. 110, Newington, VA 22153. (The original 1975 edition (ED-110 096) was by Judith Yarborough.)

INSTITUTIONAL SOURCE DIRECTORY

ERIC Processing and Reference Facility, 2440 Research Blvd., Suite 400, Rockville, MD 20850-3238. Telephone: 301/258-5500. Alphabetical list of organizational and institutional names by which document citations in ERIC have been indexed in the Institution and Sponsoring Agency fields, together with the corresponding alphanumeric source codes that accompany the names. *Complete Edition*: March 1987 (latest), $40.00 (U.S.) and $50.00 (non-U.S.); a cumulative archival edition containing all names/codes established from 1966 to March 1987. *Truncated Edition*: current, annual, $30.00 (U.S.) and $40.00 (non-U.S.); covers names/codes established or used for indexing during the immediately preceding 5-year period.

INTERCHANGE NEWSLETTER

Irregular. ACCESS ERIC, 1600 Research Blvd., Rockville, MD 20850. Telephone: 800/USE-ERIC. Free. The newsletter used by ACCESS ERIC to communicate with ERIC users.

A POCKET GUIDE TO ERIC

ACCESS ERIC, 1600 Research Blvd., Rockville, MD 20850. Telephone: 800/USE-ERIC. Free. A comprehensive summary of ERIC products and services. (Bulk quantities are available for classroom, seminar, or conference use.)

RESOURCES IN EDUCATION (RIE)

Monthly, semiannual indexes. Superintendent of Documents, U.S. Government Printing Office (GPO), Washington, DC 20402-9371. Telephone: 202/783-3238. Annual subscription: $66.00 (U.S.) and $82.50 (non-U.S.). Semiannual indexes: $20.00 (U.S.) and $25.00 (non-U.S.).

RIE ANNUAL CUMULATIONS

The Oryx Press, 4041 North Central at Indian School Rd., Phoenix, AZ 85012-3397. Telephone: 800/279-ORYX. Hardback. Each in three volumes, two of cumulated main entries (abstracts) and one of cumulated indexes. Abstracts: $201.00 (North America); $230.00 (elsewhere). Index: $101.00 (North America); $115.00 (elsewhere). Abstracts and Index: $287.00 (North America); $327.00 (elsewhere).

SEARCHABLE FIELDS IN ERIC

Prepared by the ERIC Clearinghouse on Rural Education and Small Schools, New Mexico State University. Available from the ERIC Processing and Reference Facility, 2440 Research Blvd., Suite 400, Rockville, MD 20850-3238. Telephone: 301/258-5500. This 1986 brochure presents the major searchable fields in the ERIC database and lists the field access labels (commands) of three online ERIC vendors—BRS, DIALOG, and ORBIT.

SOURCE JOURNAL INDEX

Prepared by Oryx Press. Distributed by all components of the ERIC network. For assistance, contact the ERIC Processing and Reference Facility, 2440 Research Blvd., Suite 400, Rockville, MD 20850-3238. Telephone: 301/258-5500. Free. A list of the journals indexed in CIJE. Each entry also includes publisher name and address, frequency, price, reprint availability, ERIC Clearinghouse covering the journal, and, whenever possible, the ISSN number. Arranged separately by journal title and by responsible ERIC Clearinghouse.

SUBMITTING DOCUMENTS TO ERIC

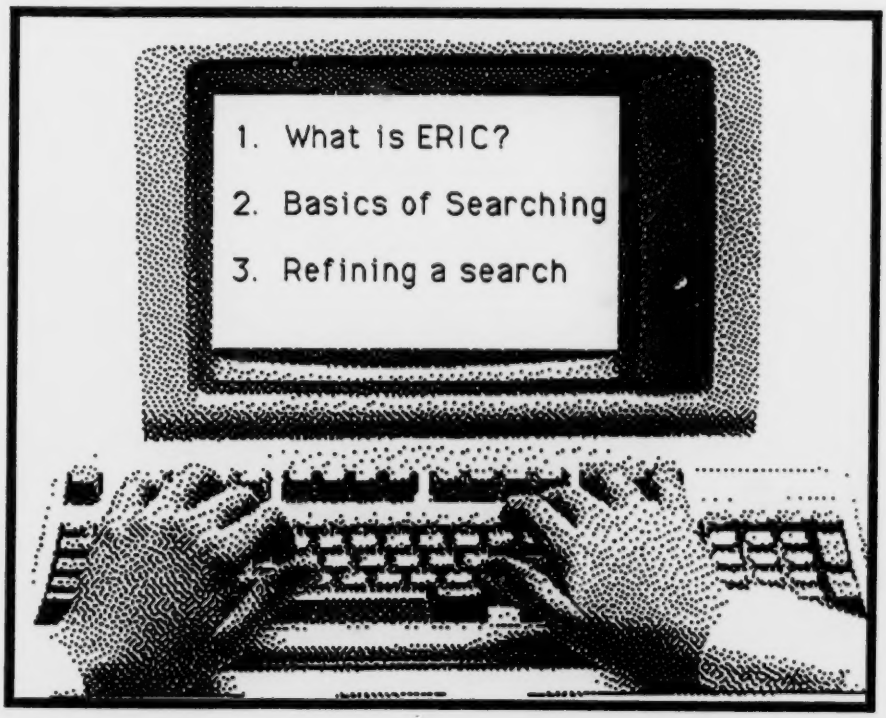
ERIC Processing and Reference Facility, 2440 Research Blvd., Suite 400, Rockville, MD 20850-3238. Telephone: 301/258-5500. Free. Brochure describing the ERIC system, the advantages of having documents in the ERIC database, the selection criteria employed by ERIC, and the addresses of the ERIC components to whom documents may be submitted.

THESAURUS OF ERIC DESCRIPTORS

12th edition, 1990. The Oryx Press, 4041 North Central at Indian School Rd., Phoenix, AZ 85012-3397. Telephone: 800/279-ORYX. $69.50 (North America) and $83.40 (elsewhere). Hardback. A list of 9,991 vocabulary terms, of which 5,575 are main-entry Descriptors and 4,416 are non-indexable Use references and "dead" terms. New terms not appearing in previous editions include 282 Descriptors and 264 Use references. (Oryx Press offers several other ERIC products and tools; call for details.)

USING ERIC
on
CD/ROM

(a guide to the basics)



Lana S. Dixon and Alan H. Wallace
John C. Hodges Library
University of Tennessee
1990

1376

What is ERIC?

ERIC, the Educational Resources Information Center, is a national information system funded through the U.S. Department of Education. Since 1966, ERIC has provided access to the literature in the various fields of education. Sixteen clearinghouses comprise the ERIC network, each specializing in collecting information in a different educational area, such as curriculum, or higher education. These clearinghouses seek out pertinent documents and journal articles in their field. The materials selected are abstracted and indexed in either Current Index to Journals in Education (CIJE), or Resources in Education (RIE). CIJE covers over 700 education journals. RIE covers information not published in journal format, such as current research papers, project reports, technical reports, curriculum and classroom guides, conference papers, and unpublished manuscripts. In addition, RIE provides the majority of these documents on microfiche. The microfiche collection is housed in the Documents/Microforms Department of Hodges Library.

ERIC on CD-ROM

ERIC on compact disc is the computerized equivalent to CIJE and RIE. The entire database is available on 3 discs, from 1966 to the present.

Print vs. CD-ROM

When is it better to use the CD-ROM instead of the paper version of ERIC? The printed version is appropriate when a single subject heading describes the topic. For more complex searches, the CD-ROM provides the ability to specify the presence of multiple concepts in the same record. For example, a search for information about the use of computers to teach geography in grades 4-6 would be perfect for the CD-ROM. In short, more opportunities exist for tailoring and focusing a search when using the CD-ROM.

Online vs. CD-ROM

Online librarian-assisted searches are performed for a fee. When is an online search appropriate? A search can be very complicated and may require the more sophisticated capabilities of the online system. The most current information may be needed. An online search reflects the very newest additons to the ERIC database. The CD-ROM reflects records added as of release of the last disc. Consult a librarian when considering an online search.

Sample ERIC Entries

Journal Entry

AN: EJ336398
CHN: PS514244
AU: Carver, -Nancy-K.
TI: Reading Readiness: Aspects Often Overlooked in Structured Reading Readiness Programs and Workbooks.
PY: 1986
JN: Childhood-Education; v62 n4 p256-59 Mar-Apr 1986
AV: UMI
DT: Journal Articles (080); Opinion Papers (120)
LA: English
DE: Classroom-Environment; Cognitive-Development; Kindergarten-; Literature-Appreciation; Oral-Language; Primary-Education; Reading Processes
DE: *Beginning-Reading; *Early-Experience; *Experiential-Learning; *Reading-Programs; ***Reading-Readiness***; *Reading-Writing-Relationship
IS: CIJSEP86
AB: Argues that structured reading programs, workbook pages and drills do not alone provide an adequate basis for beginning reading instruction and suggests that experiences, knowledge, and other environmental factors ensure success in reading. (HOD)
CH: PS
FI: **EJ**
DTN: 080; 120

Document Entry

AN: ED305611
CHN: CS009610
AU: Cornacchia,-Darlene-Marie
TI: Should Preschoolers Be Taught Reading Readiness Skills?
PY: 1989
NT: 45 p.; Master's Thesis, Kean College. Document contains light type.
PR: EDRS Price - MF01/PC02 Plus Postage.
DT: Reports - Research (143); Dissertations /Theses - Masters Theses (042)
CP: U.S.; New-Jersey
LA: English
PG: 45
DE: Early-Childhood-Education; Parent-Student-Relationship; Preschool-Children; Reading-Research
DE: *Early-Reading; Prereading-Experience; ***Reading-Readiness***
ID: California-Achievement-Tests
IS: RIESEP89
AB: A study examined the influence of preschool reading readiness skills instruction on first graders' reading achievement. The subjects were 52 first grade students who had attended preschool, and their parents. The parents received questionnaires containing 40 reading readiness questions and the children took the California Achievement Test (CAT) in April of their kindergarten year. Results indicated that children who attended preschool and whose parents spent time providing reading readiness skills had only slightly higher CAT scores than did children without such experience, although children with readiness skills did have marginally higher achievement scores. (Sixteen references, the parent questionnaire, and two tables of data are attached.)(RS)
LV: 1
CH: CS
FI: **ED**
DTN: 143; 042

Basic Fields

Every journal article and document included in the ERIC database appears as a record divided into fields of searchable information. The type of search being performed determines the fields to specify.

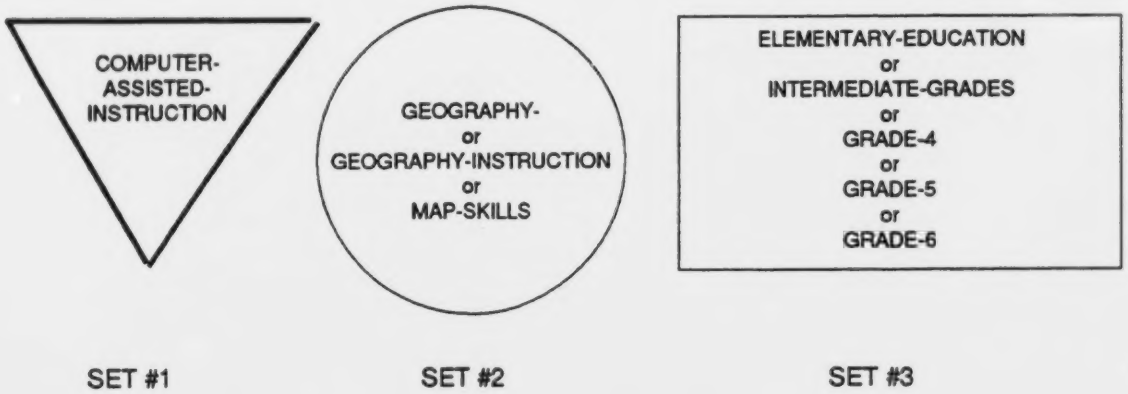
FIELD	DESCRIPTION	SEARCH AS:
AN	Accession number. A unique number assigned to each entry in the database. Journal articles always begin with EJ. Document entries begin with ED.	EJ336398 in AN
AU	Author field.	Carver-N* in AU (The form of an author's name often varies.) An * allows for truncation so that CARVER, NAN or CARVER, NANCY will be picked up.
TI	Title field.	Reading Readiness in TI
PY	Year of publication field.	PY=1989 PY=1988-1990
JN	Journal title field.	Journal-of-Educational-Research in JN
DT	Document type. For a list of document types consult the list on page 7 of this guide.	Research in DT Dissertations in DT
DE	Descriptor or assigned subject heading field. Consult the THESAURUS OF ERIC DESCRIPTORS for a list of these headings. For more about subject searching see the next page.	geography- in DE reading-readiness in DE
ID	Identifier field. Provides additional subject search terms beyond the Thesaurus descriptors. Includes new educational terminology, project names, institutions, legislation, geographic names, political names, and test names.	California-Achievement -Tests in ID
AB	Abstract field. Provides a brief summary of the content of the article or document.	
FI	Source field for limiting by Journal or Document.	FI=EJ (retrieves journals only) FI=ED (retrieves documents only)
DTN	Document type number field. A companion field to the DT field. Searchable only after 1979. Allows for more specificity than the DT field. Consult page 7 of this guide for a list.	052 in DTN (retrieves teaching guides)

1979

SEARCHING BY SUBJECT HEADINGS/DESCRIPTORS

Subject descriptors are assigned to every document and article appearing in ERIC. A list of the descriptors is found in "The Thesaurus of ERIC Descriptors." Select descriptors which best represent the search topic. Group related concepts together using the "OR" connector. For example, information is sought for the following:

"The use of computers to teach geography in grades 4 - 6"

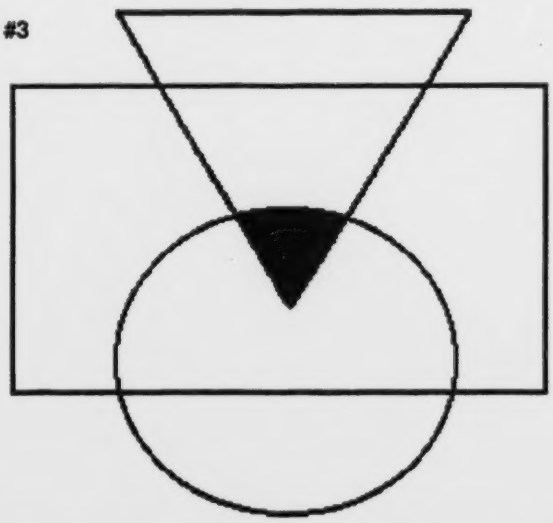


SET #1 SET #2 SET #3

Note the use of hypens between multi-word terms and after single word terms. The hypens signal to the computer that the phrase or word is to be searched in the descriptor field thus focusing the search on the requested topic. Leaving out the hyphens instructs the computer to look in any field in the record for the occurrence of the word or phrase. A sizeable number of irrelevant entries can result from this technique which is called free-text searching. However, free-text searching can be a highly effective "wild card" to use when no descriptor adequately matches the subject.

To find documents or articles with some element of each of the three concept groups present, use the "AND" connector.

#1 and #2 and #3



See the next page for an example of how this strategy would look on the CD-ROM.

CD-ROM SEARCH

SilverPlatter 1.6 ERIC (1/83 - 9/89) ESC = Commands

No.	Records	Request
#1	6557	COMPUTER-ASSISTED-INSTRUCTION in DE
#2	525	GEOGRAPHY- in DE
#3	782	GEOGRAPHY-INSTRUCTION in DE
#4	288	MAP-SKILLS in DE
#5	1264	#2 or #3 or #4
#6	15261	ELEMENTARY-EDUCATION in DE
#7	3034	INTERMEDIATE-GRADES in DE
#8	877	GRADE-4 in DE
#9	968	GRADE-5 in DE
#10	981	GRADE-6 in DE
#11	18356	#6 or #7 or #8 or #9 or #10
#12	10	#1 and #5 and #11

SAMPLE ENTRY

1 of 10

AN: EJ353479
AU: Howard,-Cottia
TI: Computers and the Humanities: Project Work in the Middle School
JN: Educational-Review; v39 n2 p127-36 Jun 1987
AB: Discusses use of computer simulations for instruction at the middle-school level, especially in history and geography. Reports on a case study of a large middle school's response to technology over a 3-year period.

1981

ERIC DOCUMENT TYPE

WARNING! Document type codes have been assigned to all documents for RIE since 1974, and for CIJE since 1979. These codes will help refine your search only for more recent materials. For comprehensive retrieval prior to these dates, consult with a reference librarian.

DESCRIPTORS CORRESPONDING TO PUBLICATION TYPE CATEGORIES

DESCRIPTOR	PUBTYPE CODE
AUDIOVISUAL AIDS	100
BIBLIOGRAPHIES	131
BOOKS	010
COMPUTER SOFTWARE	101
CONFERENCE PAPERS	150
CONFERENCE PROCEEDINGS	021
DICTIONARIES	134
DIRECTORIES	132
DOCTORAL DISSERTATIONS	041
GUIDES	050
MASTERS THESES	042
MULTILINGUAL MATERIALS	171
PRACTICUM PAPERS	043
REFERENCE MATERIALS	130
REPORTS	140
RESEARCH REPORTS	143
SERIALS	022
SPEECHES	150
STATISTICAL DATA	110
TESTS	160
THESES	040
VOCABULARY	134

Additional publication codes may be found on page xvii of the *Thesaurus of ERIC Descriptors*.

OTHER METHODS FOR REFINING A SEARCH

1. To focus retrieval on articles and documents in which the topic at hand is the primary concern use the DEM field. Specifying the DEM field requires that the descriptor reflect a MAJOR concept in the article or document as opposed to a concept but not the main thrust. For example:

READING-READINESS in DE	852 POSTINGS
READING-READINESS in DEM	301 POSTINGS

2. Specifying a document type is another way to restrict the number of records retrieved as well as focus the search more narrowly. On the next page is a list of available document types. For example, a search may be restricted to retrieve only research articles by specifying the appropriate number in the "document type number" field:

#1	READING-READINESS in DE	852 POSTINGS
#2	#1 AND DTN=143	75 POSTINGS

For comprehensive retrieval of research use the following search statement:
DTN=143 or Research in DE

3. Mandatory education level descriptors are assigned to every document or article included in ERIC. These descriptors provide the ability to specify a particular group of people by education level. A danger exists in being too specific when selecting these descriptors. For example, when information is sought for a topic as it relates to middle schools, the tendency is to select only INTERMEDIATE EDUCATION. A better approach is: INTERMEDIATE-EDUCATION or ELEMENTARY-EDUCATION. Including the term ELEMENTARY-EDUCATION ensures that records will be retrieved which are about K-8. See page 8 of this guide for a list of the mandatory education level descriptors.

4. Limiting by date is another way to restrict retrieval. If focusing on a particular period of time is important, this technique is useful. Be advised that limiting by date arbitrarily drops potentially pertinent sources from the retrieval.

#1	READING-READINESS in DE	852 POSTINGS
#2	#1 and PY=1987-1990	150 POSTINGS

1993

MANDATORY EDUCATIONAL LEVEL DESCRIPTORS

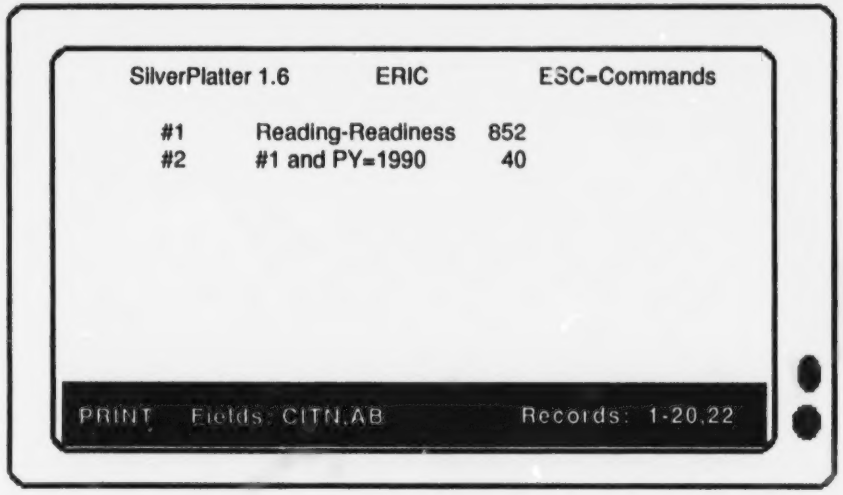
* **EARLY CHILDHOOD EDUCATION**
  Scope Note: Activities and/or experiences that are intended to effect developmental changes in children, from birth through the primary units of elementary school (Grades K-3).
  ** **PRESCHOOL EDUCATION**
  Scope Note: Activities and/or experiences that are intended to effect developmental changes in children, from birth to entrance in kindergarten (or grade 1 when kindergarten is not attended).
  ** **PRIMARY EDUCATION**
  Scope Note: Education provided in kindergarten through grade 3.
* **ELEMENTARY SECONDARY EDUCATION**
  Scope Note: Formal education provided in kindergarten or grade 1 through grade 12.
  ** **ELEMENTARY EDUCATION**
  Scope Note: Education provided in kindergarten or grade1 through grade 6, 7, or 8.
    *** **ADULT BASIC EDUCATION**
    Scope Note: Education provided for adults at the elementary level (through grade 8), usually with emphasis on communicative, computational, and social skills.
    *** **PRIMARY EDUCATION**
    Scope Note: (See above).
    *** **INTERMEDIATE GRADES**
    Scope Note: Includes the middle and/or upper elementary grades, but usually 4, 5, and 6.
  ** **SECONDARY EDUCATION**
  Scope Note: Education provided in grade 7, 8, or 9 through grade 12.
    *** **JUNIOR HIGH SCHOOLS**
    Scope Note: Providing formal education in grades 7, 8, and 9 — less commonly 7 and 8, or 8 and 9.
    *** **HIGH SCHOOLS** (Changed from "Senior High Schools" in March 1980).
    Scope Note: Providing formal education in grades 9 or 10 through 12.
    *** **HIGH SCHOOL EQUIVALENCY PROGRAMS**
    Scope Note: Adult educational activities concerned with the preparation for and the taking of tests which lead to a high school equivalency certificate, e.g., General Educational Development program.
* **POSTSECONDARY EDUCATION**
  Scope Note: All education beyond the secondary level — includes learning activities and experiences beyond the compulsory school attendance age, with the exception of adult basic education and high school equivalency programs. (Before Apr75, restricted to "education beyond grade 12 and less than the baccalaureate level.")
  ** **HIGHER EDUCATION**
  Scope Note: All education beyond the secondary level leading to a formal degree.
  ** **TWO YEAR COLLEGES** (Changed from "Junior Colleges" in March 1980.)
  Scope Note: Public or private postsecondary institutions providing at least 2, but less than 4, years of academic and/or occupational education.

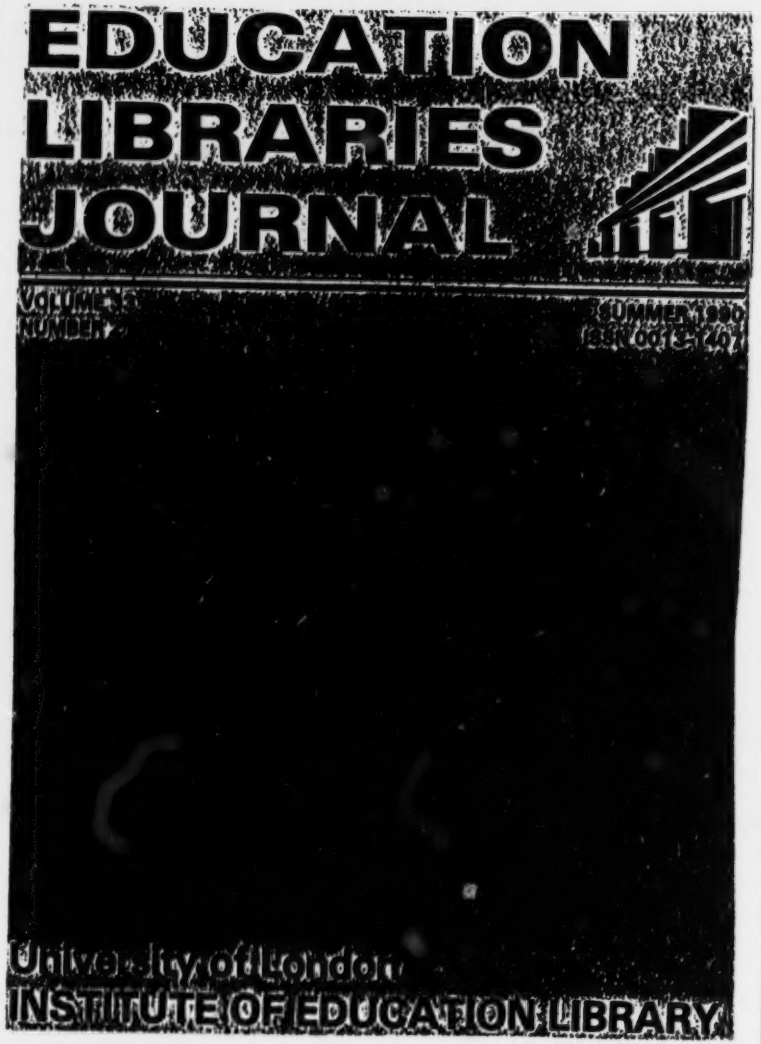
For more detailed information, see pages xiv-xv of the *Thesaurus of ERIC Descriptors,* 12 Edition—1990.

EDUCATIONAL LEVEL DESCRIPTORS AND PUBLICATION TYPES REPRODUCED FROM: Barnett, Lynn. Indexing and Retrieval from ERIC:The 20th Year.(ERIC Document Reproduction Service No. ED 279346).

KEYBOARD BASICS

KEY	NAME	PURPOSE
F2	FIND KEY	Places the computer in the search mode. This is the point at which search terms are entered.
F4	SHOW KEY	Displays search results from the last numbered set. Useful for evaluating the quality of retrieval. You may select the fields viewed. By typing CITN, AB the citation (article title, author, journal title, vol., date, pages) and an abstract of the article will be displayed on the terminal. To select specific records, TAB over to RECORDS and type choices such as 1,3,6-10.
F6	PRINT KEY	Prints search results from the last numbered set. Specifying fields and records to be printed is the same as for DISPLAY (F4) above.


SilverPlatter 1.6 ERIC ESC=Commands
#1 Reading-Readiness 852
#2 #1 and PY=1990 40
PRINT Fields: CITN,AB Records: 1-20,22
Use the TAB key to move from fields to records.



EDUCATION LIBRARIES JOURNAL

Vol 33 no 2

Summer 1990

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1987

1990

BEST COPY AVAILABLE

ADAPTING ERIC TO NEW ZEALAND

Keith Pickens

ABSTRACT: The ERIC thesaurus has already been adapted to the requirements of British and Australian education documentation, and a Canadian modification is in preparation. The results of using ERIC to index several samples of New Zealand education documentation are reported. The conclusion is that with some development and expansion the ERIC language could serve the needs of New Zealand education indexers very well, giving them, in the process, their own version of what has clearly become the lingua franca of English-language indexers in the field of education.

ERIC (Educational Resources Information Centre)(1) is a national information system for American education. It was designed and continues to be supported by the U.S. Office of Education. The three main hardcopy products of the system are the *Current index to journals in education* (CIJE), *Resources in education* (RIE) and the *Thesaurus of ERIC descriptors*. The online product is created by merging the RIE and CIJE data files, and is known simply, to librarians everywhere, as ERIC.

ERIC, CIJE and RIE all employ a common indexing/searching vocabulary, developed and refined over a number of years. First, an initial period of 'free' indexing produced a list of some 2,000 descriptors. Consideration of these produced, in turn, a set of *Rules for thesaurus preparation*(2). During the next phase, a wordstock of some 6,700 descriptors was generated, at the rate of approximately 30 new terms a month.

Growth of this kind inevitably produced problems. By the end of the 1970s, some early terms had become obsolete, others had been used inconsistently, others, again, needed clearer definition. At the same time, the demand for new terms continued unabated. In 1977 a decision was made to revise the ERIC thesaurus totally. The new, completely revised (8th) edition, appeared in 1980, and marked the end of the third phase of development. Since then, three further editions have appeared, all of which have incorporated the results of an on-going process of vocabulary review. The most recent (11th) edition(3), for example, contains some 5,296 separate terms, including 224 terms not appearing in earlier editions.

The ERIC thesaurus attempts to map, in a comprehensive way, the intellectual contours of the documentation of American education, and does so, it would appear, with some degree of success(4). Can it also be used to index

the literature of other countries? The availability of Australian (5) and British (6) ERIC-clones (with a Canadian version in preparation), produced by adding local (national) terms to, and deleting unwanted American terms from, a copy of the ERIC Thesaurus Master Database, suggests that ERIC is indeed highly-portable - given the process of modification just described. Could this procedure be employed to generate a *New Zealand thesaurus of education descriptors*? If so, what areas of the ERIC thesaurus would need modification? What kind of additions would need to be made to the list? How many new terms would be needed? To answer these and other questions the current ERIC thesaurus was used to index several sets of New Zealand documents. The results of this exercise are set out below.

First, it was found that the great majority of the concepts encountered could be accurately represented by terms taken directly from ERIC. For example, the articles and reports in the *New Zealand journal of educational studies*, 1966-1987, were indexed. A total of 547 separate terms was required. of these 474 (nearly 87 percent) were direct ERIC borrowings. Analysis of the descriptors employed in a database covering publications of the New Zealand Council for Educational Research, 1933-1986, produced a list of some 650 terms, of which 89 percent were ERIC terms. A very large set of documents, New Zealand theses and diploma studies in the field of education, required nearly 1,500 separate descriptors. Almost 90 percent were taken directly from ERIC. Even when the documents being indexed were very New Zealand-specific in content, the ratio of ERIC to non-ERIC terms remained high. For example, a set of documents on Maori(7) Education required 126 terms, of which 87, or 69 percent, were ERIC descriptors. However, while the general finding is that many ERIC terms could be used directly, without alteration of any kind, the verdict of Fox and his colleagues, that some ERIC descriptors were of trivial value, was observed to be still true a decade, and several editions, later.

Second, it was found that some ERIC terms were conceptually, but not orthographically, appropriate. In short, they made sense, but needed a change of spelling, so that they conformed to New Zealand, rather than American, usage. For example, behaviour, not behavior; centre, not center; labour, not labor, programme, not program, and so on. Between 1 and 3 percent of the terms used to index the sample documents were found to be of this homophonic type.

Third, a very small number of ERIC terms were found to be orthographically, but not conceptually, appropriate. For example, in ERIC, **Integrated Schools** is a (non-preferred) term for **School De-**

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segregation. In New Zealand, integrated schools are private schools that have elected to become part of the State system of education, under the terms of the *Private Schools Conditional Integration Act*, 1975. In ERIC, **Primary Education** covers education for children aged 4-8 years; in New Zealand, **Primary Education** begins for most children at 5, must begin at 6, and ends at 10 or 12, depending on the institutional setting in which children of 11-12 years are located. In ERIC, **Preschool Education** is the period of time before entry into kindergarten or grade school. In New Zealand, it begins with entry to kindergarten or some other kind of preschool institution, and ends with entry into primary school.

Fourth, some ERIC terms seem to be conceptually identical to other ERIC terms. For example, **Music Instruction** and **Music Education**, **Science Instruction** and **Science Education**, **Mathematics Instruction** and **Mathematics Education**, and, finally, **Library Instruction** and **Library Education**. If scope notes had been provided, it might be possible to distinguish the Instruction forms from the Education forms. In the absence of aids of this kind, the simplest solution is to adopt the Instruction form as a preferred term for indexing New Zealand documents, and to indicate that the Education form is not to be used. This would conform to ERIC usage, in that ERIC gives **English Instruction**, but not **English Education**, **Geography Instruction**, but not **Geography Education**, and so on for **History**, **Reading**, **Spelling**, and **Cooking** etc. (Note that the compilers of the *Australian thesaurus of education descriptors* diverged from ERIC on this very point, employing neither the Education or Instruction form, but settling for **English Teaching**, **Geography Teaching**, **History Teaching**, **Mathematics Teaching**, and so on, with the exceptions of **Speech Instruction**, which became **Speech Training**, **Library Education**, which was abandoned, and **Science Education**, which was retained, despite the inclusion of **Science Teaching** as a valid Australian thesaurus descriptor.)

Finally, there were cases where no ERIC term would do, and new descriptors had to be coined. Sometimes, this was merely a matter of adjusting for differences in terminology. For example, in New Zealand people who repair damage to the exteriors of cars are called panel beaters. In ERIC, members of this occupational category are called **Auto Body Repairers**. In the American context, first year university students are called **College Freshmen**, and institutions providing university education are **Colleges**. In these and other cases there are no differences at the conceptual level, and in some mid-Atlantic sense, the terms are synonymous. In practice, however,

each occurs only on one side or other of the Atlantic (or Pacific) and therefore should be used, or not used, accordingly.

In other cases New Zealand-specific concepts occurred, eg **District High Schools**(8). But note that in these cases there was nearly always a broad ERIC term to which the New Zealand term could be related, in a narrower-broader relationship. For example, **Rural Schools**, as a broader term for **District High School**, or **Kohanga Reo**(9) as a narrower term for both **Preschool Education**, which is an ERIC term, and **Maori Education**, which is not an ERIC term, but one a New Zealand indexer could hardly do without. Note, however, that two of the terms employed as descriptors to index the Maori education document set were taken from the list of ERIC identifiers, eg, **Maori (People)** and **Maori (Language)**, and that others were determined from common New Zealand usage, eg, **Iwi**(10), **Kura Kaupapa Maori**(11), **Kairahi Reo**(12).

Once the coining of New Zealand-specific terms began, the question of synonyms arose. For example, **Post-Primary Education** or **Secondary Education**? **Maori Culture** or **Maoritanga**? **Preschool Education** or **Early Childhood Education**? **Standard 1** or **Standard One** or **S 1**(13)? For the most part, questions of these kinds were settled by analogy, eg, ERIC gives **Grade 1**, therefore **Standard 1**, or or by examining actual usage. For example, post-primary education was a common New Zealand synonym for secondary education before the 1970s, and the term frequently appeared in the titles of New Zealand degrees. However, of over 90 1970s thesis titles, five employed post-primary and 88 secondary to refer to the period of education in question. By contrast, in the 1950s, the ration was 15 (post-primary) to 17 (secondary). However, of 36 thesis titles examined 1980-87, all 36 employed the term secondary education: there were no natural language occurrences at all of the term post-primary.

Where a Maori borrowing has come into New Zealand English, preference was given to it rather than to its English synonym. Thus, for example, **Maoritanga** was adopted as a preferred term for **Maori Culture**. By the same token, where no English synonym existed, none was generated, eg, **Kohanga Reo**.

To summarize, the great majority of ERIC descriptors were found to be conceptually, orthographically and semantically appropriate to the task of indexing New Zealand education documents. A handful needed a change of spelling, or a revised scope note, before they could be employed. Some needed designation as a preferred (New Zealand) term, to avoid confusion with other ERIC terms that seemed virtually synonymous. Best of all, only a relatively

small number of completely new terms needed to be generated.

These results confirm what many New Zealand users of ERIC have long suspected, namely that an adaptation of the system's thesaurus (or of its Australian or British clones), to produce a *New Zealand thesaurus of education descriptors*, would be, in terms of the number of new terms required, neither difficult nor, perhaps, particularly expensive. The availability of a New Zealand thesaurus, of course, is one of the prerequisites for the development of an *Index to New Zealand education*.

New Zealand remains, in comparison with Australia, Britain, Canada and the United States, a singularity in that an education index, to stand alongside the *Australian education index*, the *British education index*, the *Canadian education index* and ERIC has yet to emerge. Indeed, for the last three decades or more, the key to understanding the education information system in New Zealand has been the event (the appearance of an index to New Zealand education) *that never happened*.

In the meantime, of course, the rest of the world has moved on, to the point that an ERIC-based language for indexing education information has all but established itself in the English-speaking world. A four nation mega-database of education information cannot be far away. It seems a pity that New Zealand has to stand aside from these exciting developments, but without an *Index to New Zealand education*, employing the new lingua franca of education indexing, we can only watch from the sidelines.

References

(1) For a recent account see Horn, S.K. and Clements, S.K. ERIC: the past, present, and future federal role in education dissemination. In *Knowledge: creation, diffusion, utilization*, Vol. 11, No. 1, 1989.

(2) *Rules for thesaurus preparation*. Washington, D.C.: Panel on Educational Terminology, Office of Education, 1966.

(3) *Thesaurus of ERIC descriptors*. (11th Edition) Phoenix: Oryx Press, 1986.

(4) No critical American evaluations of the ERIC thesaurus appear to exist. Fox et al carried out a small scale but nonetheless valuable examination of the 5th (1974), 6th (1975) and 7th (1977) editions, with special relevance to the literature of English (i e, UK) education. See 'The Eric thesaurus: an analysis'. In *Education libraries bulletin*, Vol. 21, No. 3, 1978. Strater examined the first, interim, ERIC thesaurus, paying special attention to its underlying methodology. See Strater, H.H. Problems of thesaurus construction for Education. In *EUDISED technical studies*, Vol. 3, Strasbourg: Council of Europe, 1969, 23-52.

(5) LAVENDER, G. B. and FINDLAY, M. A. *Australian thesaurus of education descriptors*. Hawthorn, Victoria: Australian Council for Educational Research, 1984.

(6) MARDER, J. V. *British education thesaurus*. Leeds: Leeds University Press, 1988.

(7) The Maori people are the original inhabitants of New Zealand, and reports and other documents dealing with educational provisions and initiatives made either for or by them constitute a distinctive sub-set of the literature of New Zealand education. Note that the word Maori has no plural form.

(8) These are rural schools providing both primary and secondary education.

(9) Preschool institutions where the Maori language is the means of communication/instruction. The term translates as 'Language Nest'.

(10) Tribe. Note that if not currently then at least in the future, New Zealand databases should include the author's iwi (that is, tribal) identification, if one is provided, as a sub-field of the author's address or institutional location. If the iwi or tribe is the subject of the document, then the term should be used as an identifier, ERIC style.

(11) These are schools Maori in every sense of the word. The term translates as 'Maori agenda schools'.

(12) Maori language speaker employed to provide expert assistance in the classroom. The term translates as 'language guardian'.

(13) Children of about 7 years, equivalent to Year 2 (Australia) or Grade 2 (United States and Canada).

Keith Pickens is Senior Research Officer (Information), New Zealand Council for Educational Research, Wellington, New Zealand.

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GTE User Fact Sheet

1. What hardware/software do I need to access GTE?

- Any PC with a modem and a communication software package can be used to access GTE, i.e. SmartCom, ProCom, Crosstalk, etc.

- The software should have the same setup used for connecting with ERIC E-MAIL.

2. What modem setting do I use?

- You can use 1200 or 2400 baud rate.
- At 1200 baud, once you dial in and connect with GTE, hit **enter** twice and you will see **terminal=**. Hit return again to get to the @ prompt.
- At 2400 baud, once you dial in and connect with GTE, hold both **shift** and **2** keys and hit **enter** once, and you will see **terminal=**. Hit return again to get to the @ prompt.
- Communication settings should be either 7 data bits, even parity, 1 stop bit, and echo off, or 8 data bits, no parity, 1 stop bit, and echo off.

3. What number do I dial?

- Each Component will be given a telephone number in its area or as close to its area as possible.

4. What do I do once connected?

- At the @ prompt, type in **mail**. You will be asked for your user name (this is your ID number) and your password. The first time in the system your password is GTE!. You will be prompted to change this password to one of your choice and to confirm your new password. (The password must have 6-8 letters, one number, and one punctuation mark, *except a question mark*, in that order.) From then on this will be the password you will use to access the databases.

- Once you are in the system you can select which service you would like to use. The ERIC reference and referral databases are under GTE Information Services, option 2. The next screen lists various services available, the ERIC databases are listed under **Reference/Research Databases** as well as **All Databases**.

5. What type of search technique should I use?

- The system is set up for Boolean searching, using **and**, **or**, and **not** between words. However, if you specify a multiword phrase such as **sex education**, the system searches for the word **sex** within three words of the word **education**.

- The system is set up for full-text searching only; you cannot search by specific fields. As long as the word being searched on is anywhere in the text of the document it will show up. For example, if you are looking for an ISP in Ohio that offers the ERIC microfiche collection, you would search **microfiche and OH** (use abbreviations for States). This will pull up all ISP's in Ohio that have the microfiche collection. You could get more specific and also list the name of the city. *Remember, however, the more variables in your search, the longer it will take the system to retrieve the information.*

- After you have put in your search and hit return, the system will ask if you want to display the index. The index is a listing of the documents that have met your search requirements. The system will show these in groups of 20 and will then ask you what you want to do next.

6. How do I exit the system?

- After you have completed searching, hit return to get back to the search options menu. Type **bye** to logoff the system.
- Exit as you would from your software package normally.

7. What are some basic system commands?

- Ctrl S–Stops the screen.
- Ctrl Q–Restarts the screen.
- Ctrl Y–Allows you to get out of the document you are viewing; it takes a few seconds. This will take you back to the display index command.
- Print screen–This is done through your software; it varies depending on the software used.
- Download information–This is also done through your software.

ACCESS ERIC
1600 Research Boulevard, Rockville, MD 20850 • 1–800–USE–ERIC

For release: Immediately
For more information, contact: Belinda Taheri, 1-800-USE-ERIC or 301-251-5264

1991 ERIC Calendar of Education-Related Conferences-- Now Available to the General Public

Interacting with other education professionals is vital for any education practitioner working to stay on top of current trends, methods, and technology. For this reason, the 1991 ERIC Calendar of Education-Related Conferences is designed to help you quickly and easily identify conferences important to your areas of expertise.

The Calendar includes 486 international, national, State, regional, and local events scheduled for the 1991 calendar year on topics ranging from ability grouping to year-round education. Events are listed chronologically by date and each entry provides, when available, information such as conference dates, site, sponsor, contact person, registration information, hotel rates, estimated attendance, topics covered, and audience.

The Calendar includes several indexes to help you identify conferences of interest, including:

- Sponsor
- Conference Name
- Geographic Location
- Subject

For ease of use, each conference has a unique entry number which is referenced in the indexes. The Calendar also includes a list of conferences by date and name to give you a quick overview.

For just $15 (including postage and handling) you'll get an entire year's worth of conference listings. In addition, to keep you up-to-date on 1991 conferences announced throughout the year, Calendar information is continuously maintained in an online database now available through GTE Education Services. To order your Calendar, or for more information about online access to this and other ERIC reference and referral files, contact ACCESS ERIC at 1-800-USE-ERIC.

ACCESS ERIC invites you to announce your upcoming conference, meeting, or seminar in the Calendar. Submit conference information to ACCESS ERIC, Conference Calendar, 1600 Research Boulevard, Rockville, MD 20850. (Please enclose a conference brochure or information packet if available.) Appropriate events will be included as space allows.

CD-ROM Collection Builder's Toolkit

The Complete Handbook Of Tools For Evaluating CD-ROMs

Paul Nicholls, Ph.D

Pemberton Press Inc.
Weston, CT 1990

DIALOG ONDISC ERIC

Publisher: Dialog Information Services
Hardware: IBM PC/XT/AT/PS2, 512K (640K recommended), DOS 3.1
Software: DIALOG OnDisc Manager
Update: quarterly
Price: $950 (current), $1,650 (complete)
Ordering: Dialog, Abt Books, Bureau of Electronic Publishing, EBSCO, FAXON, Micromedia, OLAM.

Consists of a current (1981-present) disk and 3-disk archival set (1966-1981) corresponding to the familiar online database and to the printed *Resources in Education* (RIE) and *Current Index to Journals in Education* (CIJE). Coverage of over 700 journals, monographs and ERIC documents in education, library science and related areas. The *ERIC Thesaurus* is extensive, highly developed and well-documented, even though as wooly as must be expected in a social science controlled vocabulary. DIALOG OnDisc ERIC has been widely implemented and extensively reviewed [1-11].

Installation appears relatively free of problems: "The documentation for the entire installation procedure is clear and the menus are straightforward" [6], "With a little MS-DOS knowledge the installation is quick" [7]. Printed documentation is "thorough" [6] and help screens excellent and informative [7]. Search capabilities are virtually identical to those available with the sophisticated and powerful online DIALOG command language. In addition, the CD-ROM version has a menu driven novice mode, "Easy Menu Search." (See the DIALOG OnDisc CommandCard, Chapter 11, for a description of Easy Menu Search).

In sum, a "flexible and powerful system for searching ERIC, both for the novice and the experienced searcher" [6], an "impressive" [7] CD-ROM product. Of course, excellent CD-ROM versions of ERIC are also available from OCLC and SilverPlatter; reviews of these are identified in Chapter 9.

INSTALLATION:	★★★
DATA QUALITY:	★★★★
SEARCH POWER:	★★★
EASE OF USE:	★★★
BOTTOM LINE:	★★★★

Reviews

[1] CD-ROM Librarian 3(3): 12; 1988.
[2] CD-ROM Librarian 2(4): 26-35; 1987.
[3] Laserdisk Professional 2(3): 97-103; 1989.
[4] Laserdisk Professional 1(4): 17-27; 1988.
[5] Laserdisk Professional 1(1): 62; 1988.
[6] Online 11(5): 42-45; 1987.
[7] Online Review 12 (Aug): 225; 1988.
[8] Optical Info Systems 8(4): 169-183; 1988.
[9] Optical Info Systems 8(3): 123-126; 1988.
[10] Optical Info Systems 7(6): 401-405; 1987.
[11] Special Libraries 79(2): 148-151; 1988.

Divisions:
BRS Information Technologies
BRS Software Products
ORBIT Search Service
Pergamon Search Center

February 21, 1991

Mr. Ted Brandhorst
ARC Professional Services Group
Information Systems Division
2440 Research Blvd., Suite 400
Rockville, MD 20850

Dear Ted:

This is to confirm our phone conversation regarding the ERIC database on the ORBIT Search Service. On March 1, 1991 we will display an online notice to the ORBIT Search Service users that ERIC will be removed from the service as of April 1, 1991. We will continue to offer ERIC on the BRS Search Services.

As we discussed, ERIC usage decreased 50% in 1990 from the 1989 level of usage. We believe this decrease reflects the wide distribution of the database on other media as well as the fact the ORBIT user community is not the best target market.

Since we have one tape subscription, please continue shipment of the ERIC tapes to the computer facility so that we can continue the BRS updating.

If you have any questions, please call me.

Sincerely,

Kay Pool

Kay Pool
Vice President,
Business Development

cc: B. Davis
G. Vaveris

Maxwell Online, Inc. 8000 Westpark Drive, McLean, Virginia 22102 Tel: (703) 442-0900 Fax: (703) 893-4632

[redacted]

SilverPlatter®

FOR IMMEDIATE RELEASE February 11, 1991 **CONTACT: MARION WILLIAMS /800-343-0064**

SILVERPLATTER DEBUTS MAGNETIC PROTOTYPE AT MIDWINTER ALA

Newton Lower Falls, MA - SilverPlatter Information demonstrated a prototype of its SilverPlatter Magnetic product at the Mid-Winter Conference of the American Library Association, held last month in Chicago. SilverPlatter Magnetic is a high performance network solution for multi-user access to popular multi-disc databases. It gives frequent searchers immediate access to large amounts of information covering a long period of time, and is more cost effective than loading tapes onto a minicomputer or mainframe platform.

Current magnetic compatible titles include ERIC and MEDLINE.

SilverPlatter Magnetic utilizes the same user interface as the regular SilverPlatter CD-ROM databases, so users can search SilverPlatter Magnetic using SilverPlatter's familiar SPIRS retrieval system. SilverPlatter Magnetic is up to ten times faster than CD-ROM, and up to 25 users can search the same database and multiple-years simultaneously. Pre-indexed updates are delivered on a CD-ROM, and are loaded onto the magnetic system using an automated copy procedure. This procedure makes the latest data instantly available.

The configuration of SilverPlatter Magnetic includes a high performance 80386 or 80486 file server with an Ethernet or Token Ring network connection, Novell Netware 386 LAN Operating System, a 2 GB hard disk subsystem expandable to 7 GB, a CD-ROM drive for loading updates, and the MultiPlatter Application Manager Software for integrating all your LAN applications into a single menu. All installation and product support will be handled by SilverPlatter.

SilverPlatter Magnetic is part of the strategic Electronic Reference Library development project currently being undertaken at SilverPlatter. Both SilverPlatter Magnetic and the Electronic Reference Library are part of SilverPlatter's ongoing effort to provide the latest in technology to meet the needs of today's libraries.

For more information about SilverPlatter Magnetic, or any of the products or service offered by SilverPlatter, please call us at 1-800-343-0064.

###

SilverPlatter Information, Inc.
One Newton Executive Park, Newton Lower Falls, MA 02162-1449, U.S.A. • TEL: 617-969-2332 • FAX: 617-969-5554
10 Barley Mow Passage, Chiswick, London, W4 4PH, England • TEL: 81-995-8242 • FAX: 81-995-5159

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

February 15, 1991

Dear ERIC Subscriber:

As the Director of the ERIC program, I am writing to inform you of a change in the **ERIC Document Reproduction Service (EDRS)**.

Effective February 1991, the U.S. Department of Education awarded a new contract to operate EDRS to Cincinnati Bell Information Systems (CBIS) Federal. The new contract, which was the result of a national competition, is for a five-year period.

The CBIS proposal offers new and improved services and products, faster delivery times, and a plan for new document delivery systems. While the prices of ERIC microfiche and documents will increase slightly to support the development of these new products and services, the entire ERIC system will work closely with CBIS Federal to ensure that the highest-quality ERIC materials are disseminated as widely as possible.

CBIS is now the official operator of EDRS. Naturally, since this contract has been held by the previous contractor for over 16 years, a full transition will take some time. We will try to minimize the problems you may encounter. For those of you with deposit accounts with the former contractor, all remaining funds will be returned to you. Within the next few weeks, a CBIS Federal representative will contact you to establish a new deposit account to ensure continued and uninterrupted receipt of future ERIC documents.

The address of the new EDRS contractor is as follows:

ERIC Document Reproduction Service (EDRS)
Cincinnati Bell Information Systems (CBIS) Federal
7420 Fullerton Road, Suite 110
Springfield, VA 22153-2852

Phone: 1-800-443-ERIC
FAX : 703-440-1408

In the near future, you will receive a letter of introduction from the new manager of EDRS, Mr. John Gracza. In the meantime, please feel free to contact him if you have any questions.

Sincerely,

Robert M. Stonehill

Robert M. Stonehill
Director, Educational Resources
Information Center (ERIC)

1402

CBIS CINCINNATI BELL INFORMATION SYSTEMS

CBIS FEDERAL INC.
12750 Fair Lakes Circle
Fairfax, Virginia 22033
(703) 222-1500

March 12, 1991

Dear ERIC EDRS Client:

Recently, the U.S. Department of Education awarded the contract for the Educational Resources Information Center (ERIC) Document Reproduction Service (EDRS), which is the component that provides the monthly ERIC microfiche, to Cincinnati Bell Information Systems (CBIS) Federal Inc. Effective February 4, 1991, CBIS Federal Inc. assumed full responsibility for EDRS.

CBIS Federal Inc. is a wholly-owned subsidiary of Cincinnati Bell, Inc. The parent is a family of companies serving three core areas - telecommunications, information services, and marketing services, including telemarketing. Cincinnati Bell, Inc.'s 100+ year heritage is based on product quality and excellent customer service. These traits characterize each Cincinnati Bell, Inc. subsidiary.

My name is John Gracza, CBIS Federal Inc.'s Director for EDRS. I assure you that the product quality and excellent customer service that has been Cincinnati Bell, Inc.'s trademark will also be the trademark of our EDRS service. The team that we have assembled has extensive experience and expertise in micrographics distribution, customer service programs, and high-volume order fulfillment services. Each individual has been hand-picked and is committed to satisfying your requirements.

We are in the process of establishing our EDRS office. The address and telephone number are:

CBIS Federal Inc.
7420 Fullerton Road
Suite 110
Springfield, VA 22153-2852
1-800-443-ERIC
(703) 440-1400
FAX Number (703) 440-1408

We appreciate your patience as we go through the transition and begin our operation. We hope to begin filming the February Standing Order collection during the week of March 11 and to begin shipping the orders by the first week in April.

Our solution to ERIC focused on improving customer service and on improving the quality and diversity of products offered. As a result, the new price for the Standing Order Diazo fiche is $.111. On an annual basis, the estimated price is $2,020.20.

CBIS Federal Inc. will be working hard to provide exceptional services and quality products. In the future, we will be contacting you to better understand your needs and requirements so that we can make EDRS a better investment for you.

Please do not hesitate to contact me directly if I can ever be of assistance to you.

Sincerely,

CBIS Federal Inc.

John E. Gracza
Director EDRS

1403

Special Announcement

NEW CONTRACTOR SELECTED FOR

ERIC DOCUMENT REPRODUCTION SERVICE (EDRS)

The U.S. Department of Education has awarded a new contract for the operation of the ERIC Document Reproduction Service (EDRS). Effective February 1991, Cincinnati Bell Information Systems (CBIS Federal Inc.) will take over the operation of EDRS from Computer Microfilm Corporation (CMC), which has operated EDRS (the microfiching and document delivery arm of ERIC) since the mid-1970's.

The new EDRS is currently being established (see address below) and should be fully operational by mid-March. As the new EDRS operator, CBIS Federal looks forward to serving all current and future ERIC microfiche subscribers and on-demand requestors. New customer service programs and new ERIC-related products will also be offered.

ERIC Document Reproduction Service (EDRS)
7420 Fullerton Road, Suite 110
Springfield, Virginia 22153-2852
Telephone: (703)-440-1400
1-800-443-ERIC
FAX: (703) 440-1408

All orders for ERIC documents will be acted upon by CBIS promptly as soon as this transition is complete. However, if your need for an ERIC microfiche or reproduced document is urgent, you may wish temporarily to use one of the many "ERIC Information Service Providers"* geographically closest to you. Most of these service points have the ERIC microfiche collection and provide some document delivery services.

We regret any problems that this change of contracts may cause ERIC users, but assure you that they will be only temporary and brief in nature. The services and products to be offered by the new EDRS contractor will ultimately benefit the ERIC program, its users, and its contributors.

---

*see *Directory of ERIC Information Providers*, available from ACCESS ERIC (1-800-USE-ERIC)

Revised February 15, 1991

NEW EDRS PRICES

(EFFECTIVE WITH THE FEBRUARY 1991 ISSUE OF RESOURCES IN EDUCATION)

	PRICE PER MICROFICHE CARD	
	DIAZO	SILVER
MICROFICHE		
Standing Order Subscriptions (February 1991-)	$ .111	$.225
Back Collections (Prior to Current Year)	.131	NA
Clearinghouse Collections	.280	NA
Special Collections (e.g. Pacesetters)	.280	NA
On-Demand Microfiche		
Per Title (Up to 5 Fiche = 480 Pages)	1.152	NA
Each Additional Fiche (= 96 Pages)	.250	NA
REPRODUCED PAPER COPY		
First 1-25 Pages	$ 3.12	
Each 25-Page Increment (or part thereof)	3.12	

SAMPLE COSTS: A. Cost of a year's subscription (diazo fiche)
Assumptions: 13,000 titles filmed; 1.4 fiche per title
Calculations: 13,000 x 1.4 x .111 = $2,020.20/year

B. Cost of one title on microfiche

1 -	5 fiche	1	x	$1.152	=	$1.15
	6 fiche	1.15	+	.250	=	1.40
	7 fiche	1.15	+	.500	=	1.65
	8 fiche	1.15	+	.750	=	1.90
	9 fiche	1.15	+	1.00	=	2.15
	10 fiche	1.15	+	1.25	=	2.40

C. Cost of one title reproduced on paper

1- 25 page document	1 x $3.12	=	$ 3.12
26- 50 page document	2 x 3.12	=	6.24
51- 75 page document	3 x 3.12	=	9.36
76-100 page document	4 x 3.12	=	12.48
101-125 page document	5 x 3.12	=	15.60

EDRS

*ERIC DOCUMENT REPRODUCTION SERVICE (EDRS)**
Cincinnati Bell Information Systems (CBIS) Federal**
7420 Fullerton Road, Suite 110
Springfield, Virginia 22153-2852

Telephone:	1-800-443-ERIC (3742)**	OERI Monitor:	Pat Coulter
FTS Number:	None	Business Hours:	8:00 - 6:00
FAX Number:	(703) 440-1408	Time Zone:	Eastern

TITLES	DIRECTORS
Director, EDRS, and EDRS Marketing Director	John E. Gracza
Customer Service Manager	Lisa L. Douds
Production Manager	Peter M. Dagutis

***Orders for documents and microfiche should be addressed as follows:**

ERIC Document Reproduction Service (EDRS)
7420 Fullerton Square, Suite 110
Newington, Virginia 22153-2836

****CBIS FEDERAL Telephone Number: (703) 440-1400**

ERIC Ready Reference #5
Revised February 1991

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March 1991

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*** CIJE MONTHLY REPORT - JAN91 I.CIJE1 ***14:20:32 21 NOV 1990 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	99	24	3	99
CG	215	22	0	215
CS	171	18	0	171
EA	67	8	3	67
EC	146	19	5	146
FL	78	12	3	78
HE	176	25	0	176
IR	160	38	0	160
JC	39	3	0	39
PS	72	8	0	72
RC	70	15	2	70
SE	53	8	0	53
SO	184	25	0	184
SP	105	14	0	105
TM	87	12	0	87
UD	127	16	9	127
GRAND TOTALS	1849	267	25	1849

*** CIJE MONTHLY REPORT - FEB91 I.CIJE2 ***08:35:42 13 DEC 1990 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	67	21	5	166
CG	106	11	0	321
CS	142	15	0	313
EA	99	9	28	166
EC	176	16	0	322
FL	64	11	8	142
HE	104	11	0	280
IR	120	36	0	280
JC	26	2	0	65
PS	46	3	0	118
RC	46	7	14	116
SE	217	24	6	270
SO	118	17	0	302
SP	61	9	0	166
TM	53	12	0	140
UD	56	6	0	183
GRAND TOTALS	1501	210	61	3350

*** CIJE MONTHLY REPORT - MAR91 I.CIJE1 ***12:31 13 22 JAN 1991 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	106	22	20	272
CG	175	19	0	496
CS	139	23	0	492
EA	106	10	0	272
EC	142	10	0	464
FL	81	10	0	223
HE	241	24	0	521
IR	89	24	3	369
JC	30	4	0	95
PS	56	4	0	174
RC	39	6	3	155
SE	145	21	0	415
SO	120	14	0	422
SP	80	12	6	246
TM	53	11	1	193
UD	56	9	0	239
GRAND TOTALS	1658	223	33	5008

ORYX

February 4, 1990

CIJE SOURCE JOURNAL INDEX UPDATE
FOR MAR & APR91

Name Changes

CE Adult Literacy and Basic Education to Adult Basic Education

Adult Education in Finland to Life and Education in Finland

New Directions for Continuing Education to New Directions for Adult and Continuing Education

EC Learning Disabilities Focus to Learning Disabilities Research and Practice

Learning Disabilities Research to Learning Disabilities Research and Practice

SO Southern Social Studies Quarterly to Southern Social Studies Journal

Journal Additions

CE Journal of Professional Nursing

EC Exceptionality: A Research Journal

FL Journal of Educational Issues of Language Minority Students

SO Perspectives on Political Science

Journal Deletions

CE Personnel (AMA)

CG American Journal of Family Therapy

Journal of Vocational Behavior

Personnel Psychology

Psychology: A Journal of Human Behavior

Small Group Research: An International Journal of Theory

Social Behavior and Personality

Initiatives

CS Australian Journal of Reading

Canadian Journal of English Language Arts

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Phoenix, AZ 85012 602-265-2651 FAX 602-265-6250

ORYX

English in Australia

Exercise Exchange

EC Canadian Journal of Exceptional Children

HE Journal of Professional Nursing

IR Electronic Publishing Review

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ORYX

November 26, 1990

CIJE SOURCE JOURNAL INDEX UPDATE
FOR JAN91

Name Changes

CE New Directions for Continuing Education to New Directions for Adult and Continuing Education

EC Academic Therapy to Intervention in School and Clinic

Journal Additions

HE Business Officer

Journal of the Freshman Year Experience

IR Computers in Libraries

Journal Deletions

IR Electronic and Optical Publishing Review

1123

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EAB ERIC® ADMINISTRATIVE BULLETIN

Volume: 15
Number: 4-6
Date: April-June 1991

Educational Resources Information Center, Office of Educational Research and Improvement, Washington, D.C. 20208

1966-1991 ERIC The National Education Information Network

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- SilverPlatter 11

A. General

- ERIC Thesaurus Added to CD-ROM (August 1991)
- SilverPlatter Information Retrieval System (SPIRS) Released in Version 2.0 (April 18, 1991)
- Tutorial now on diskette (no longer available on new more densely packed CD-ROM)
- ERIC Quick Reference Card
- *Media and Methods* magazine selects ERIC on MacSPIRS for 1991 Awards Portfolio

B. SilverPlatter and OCLC Form "Strategic Alliance"

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1. ERIC's 25th Anniversary
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   - B. Reception Program
   - C. CEC Citation for ERIC

2. America 2000: An Education Strategy
   - A. Single Frame Resumes for Basic Documents
   - B. Overview

3. OERI Reauthorization (*Education Daily*), March 20, 1991)

4. *Agenda*: New Magazine for U.S. School Leaders (*New York Times*, May 6, 1991)

5. *The Federal Roles in Support of School Library Media Centers*, by Dianne Hopkins and Rebecca Butler--Section on ERIC

6. "The Most Popular Databases", by Carol Tenopir (*Library Journal*, April 1, 1991, p. 96-97)

7. ALA Open Forum on ERIC (June 29, 1991)

8. (A-C). EDRS--Letters Accompanying February, March, and April 1991 Microfiche Shipments

9. ERIC "Explanations" via DIALOG Online--Summary of Field ID's, Limits, Costs

10. ERIC Write-Up in 1991 *Library and Book Trade Almanac*

11. ERIC Facility Report at ERIC Directors/Technical Meeting (April 30, 1991)

12. SilverPlatter
    - A. ERIC Thesaurus Added to CD-ROM (April 1991)
    - B. SPIRS Released in Version 2.0 (April 18, 1991)
    - C. SilverPlatter Tutorial Now on Diskette
    - D. ERIC Quick Reference Card
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13. InterEd Directory (draft)

14. *ERIC Telephone Directory*--Revised CERIC Page

15. Publications
    - A. *ERIC Directory of Education-Related Information Centers*
    - B. RC Newspaper *Slicks*
    - C. Conclusion Brochures (ACCESS ERIC)

16. *CIJE Source Journal Index* Updates for May, June, July, August, and September 1991

17. CIJE Monthly Reports for April, May, June, July, and August 1991

The *ERIC Administrative Bulletin* (EAB) is prepared by the ERIC Processing and Reference Facility on the basis of material submitted by all components of the ERIC system. EAB articles are reviewed and approved by Central ERIC before publication.

The EAB is intended to be the "journal" of the ERIC system and a major means for the decentralized components of ERIC to communicate and interact with one another. The EAB is also a permanent record reflecting most of the major events in the life of the ERIC system (such as personnel changes, Standing Order Customer changes, etc.) and providing in printed form essential documents (such as ERIC policy/priority statements, Clearinghouse scope statement modifications, *ERIC Processing Manual* revisions, etc.). Submissions to the *EAB* are to be sent (using the standard form) to your respective monitor.

SPECIAL ANNOUNCEMENT

ERIC'S 25TH ANNIVERSARY RECEPTION SPONSORED BY NATIONAL TRUST FOR HISTORIC PRESERVATION AT WOODROW WILSON HOUSE, APRIL 30, 1991

This year--1991--marks twenty-five years of continuous service to education by the Educational Resources Information Center (ERIC).

In honor of ERIC's first quarter century of service, the National Trust for Historic Preservation, hosted a reception at the Woodrow Wilson House (2340 S Street, NW) on April 30, 1991. The choice of the home of our nation's twenty-eighth President was especially appropriate, since he was an esteemed educator, scholar, and President of Princeton University.

Over 250 attended the event, including the ERIC Clearinghouse Directors and staff, educators and librarians, Departmental and other agency officials, and Congressional staff, to review how and why ERIC was started, where it has been, and where it is headed in the next 25 years. Most importantly, it was a chance to meet the dedicated men and women who created and developed what has become the world's largest education information network.

PICTURED (from left to right): **Milt Goldberg**, Director of the Office of Research, OERI; **Kathleen Hunter** of the National Trust; **Andrew Gulliford**, Director of Public History and Historic Preservation Program at Middle Tennessee State University; **Robert Stonehill**, Director of the ERIC Program; and **J. Jackson Walter**, President of the National Trust for Historic Preservation.

The reception invitation and program are provided as **Attachments 1A and 1B**, respectively. **Attachment 1C** is a copy of a citation given to ERIC at the reception by the Council on Exceptional Children (CEC).

...Central ERIC

ACTION ITEMS

DEPARTMENT OF EDUCATION AND OERI CONTRACTOR REPORTS NO LONGER REQUIRE PROJECT MONITOR CLEARANCE BEFORE PROCESSING AND MAY BE PROCESSED UNIVERSALLY AT LEVEL 1

Recent Central ERIC decisions in the Acquisitions area change some long-standing processing procedures:

- Clearance of ED/OERI Contractor Reports

  It was formerly required that all ED/OERI contractor reports had to be cleared by the appropriate Government project monitor before they could be accessioned into the ERIC database. Central ERIC has decided that this clearance will no longer be required. If you have obtained a copy, then this is considered *prima facie* evidence that the document has been cleared and released. If it is in your scope, you may proceed to process the document. ERIC is getting out of the business of monitoring, or assisting in the monitoring of, contractor compliance.

- Level 1 Processing of ED/OERI Contractor Reports

  It was formerly possible for Labs, Centers, or other Department of Education contractors to specify that their federally-supported documents should be processed at Level 2 (microfiche only) rather than at Level 1 (microfiche and paper copy). These agreements were generally documented in the *ERIC Acquisitions Arrangements* (EAA) list.

  Central ERIC has decided that ED/OERI-supported documents may be reproduced by the Federal Government (and its contractors) at the Government's convenience in *both* microfiche and paper copy, without restriction. This decision means that Lab, Center, and other ED/OERI contractor documents should *always* be processed into the ERIC database at Level 1. This decision supersedes any older arrangements made with these document sources concerning Level 2 input for certain classes of material.

  Effective immediately the Facility will implement both these decisions. Clearinghouses will no longer be required to send title pages of ED/OERI contractor reports to the Facility for clearance. ED/OERI contractor reports input by the Clearinghouses at Level 2 will be automatically upgraded to Level 1.

  ...Gail Mathews (Facility)

JOURNAL ARTICLES SHOULD GENERALLY GO IN CIJE, NOT RIE (PROCESSING ADVISORY)

The ERIC database has two halves, one devoted to the document literature and one devoted to the journal article literature. In general, this basic division of responsibility is well understood and abided by. Documents are submitted for *Resources in Education* (RIE) and journal articles are submitted for *Current Index to Journals in Education* (CIJE). The ERIC users understand this division and rely on it.

However, while documents are never in practice submitted to CIJE, there are occasions when journals or journal articles are submitted to RIE. Some of the submissions are legitimate (as will be explained), but many are simply cases of ignoring the basic coverage mandates of ERIC's two abstract/index journals.

As a rule, journal articles should always be processed for CIJE. This is true whether the article appears in a journal regularly covered by CIJE or in a journal not regularly covered. In the latter case, the article is termed colloquially a *one-shot* article, meaning that it may be the only education-related article found in that journal. An example might be an education-related article found in *Scientific American*, a high quality journal, but one that rarely contains an education-related article. One-shot articles are a perfectly legitimate kind of accession, the need for

which was recognized by CIJE from the very beginning. Clearinghouses should routinely take advantage of the one-shot option.

The cases where a journal or journal article may legitimately be submitted for RIE are few in number and well defined. One such case is the journal *run*, where a year's worth (or preferably more) of a relatively uncommon or obscure journal are input as a single accession to RIE in order to archive the journal on the ERIC microfiche. This is only appropriate in the case of a journal that is not widely held by university/college libraries and that would be difficult to obtain or consult through normal means (e.g., UMI). Of course, ERIC must be able also to obtain reproduction permission for such a move to make sense. The most common case, however, is the *theme* issue of a journal, in which all the articles in a particular issue are devoted to the same theme topic, e.g., *Education in the Caribbean*. Such an item can legitimately be treated as a monograph on the subject and input as a single accession with a *Table of Contents* type abstract.

Virtually all other journal articles should routinely be processed for CIJE. To do otherwise would be to ignore the basic coverage mandates of RIE and CIJE and to blur the carefully crafted distinctions between them.

...Ted Brandhorst (ERIC Facility)

ERRATA PAGES, REVISED PAGES, ADDENDA, SUPPLEMENTARY PAGES, LOOSE-LEAF UPDATES, ETC.

There has recently been some confusion concerning the above type of materials and their suitability for input into the ERIC database.

ERIC practice over the years has been to concentrate on accessioning materials that will stand by themselves and not to accept as discrete accessions such items as errata pages, revised pages, addenda, supplementary pages, loose-leaf updates, etc., arriving long after the original document to which they apply has been microfilmed.

If, when an item is initially processed, it is known that it is continually or regularly updated or that there will be periodic issuances of revised or supplementary pages, then this should be stated in the cataloging. This will then permit users interested in the item to go to the original source for the most up-to-date version at any given moment in time.

In some cases, an item might change enough over the passage of years and the cumulation of changes and revisions to warrant putting it in ERIC in its entirety for a second time.

This policy seeks to avoid the proliferation in the ERIC database of fragmented accessions that cannot stand alone and that have meaning only as part of a larger whole already in the database. Large numbers of such accessions would create a nuisance factor in searching far in excess of their utility.

Obviously this kind of material exists across a broad spectrum extending from the single page *erratum* notice to extensive supplementary materials that may come close to being independent. At the high end of the spectrum there may be exceptions to the general rule. This is for the individual Clearinghouses to decide and to justify.

This processing guidance will be expanded on in the updated *ERIC Processing Manual* (EPM).

...Ted Brandhorst (Facility)

DESCRIPTOR: *MIDDLE SCHOOLS* (INDEXING ADVISORY)

Many indexers are incorrectly using the Descriptor MIDDLE SCHOOLS and need to refresh their memories in this regard with the *EPM* and *Indexing Handbook*. First of all, if you check your *Thesaurus'* introduction, you will notice that MIDDLE SCHOOLS is *not* listed as one of the mandatory educational levelers and may not be used as a mandatory leveler substitute. *If* the document discusses middle schools and indicates the grades covered (typically 6th through 8th), for the levelers you should index *Intermediate Grades* and *Junior*

High Schools, since these are the most specific educational levelers. Secondly, if the document discusses GRADES 6 or 7 or 8, or all three, but does not mention the concept MIDDLE SCHOOLS, then do *not* index MIDDLE SCHOOLS.

...Jim Houston (ERIC Facility)

E-MAIL

A. 1200 Baud Modem and Separate Phone Line Added for 1200 Baud Users

For those E-Mail users wishing to use a 1200 baud modem, a separate phone line, (301) 258-9106, has been established. Two concurrent users are now permitted on the system at the same time. When two users are simultaneously on the system, each user *might* notice a slight degradation in response time from the system; this is normal.

If you have more than one modem or communication software to access E-Mail, please be certain to use the phone number appropriate for the baud rate on the modem or settings. The use of the new phone number by 1200 users, should greatly decrease problems 2400 baud users have been having on the 2400 baud line.

If you should experience any problems with this new configuration, please contact the Facility.

B. What to Do When You Have Access Problems

If you are encountering problems getting on E-Mail, please call the ERIC Facility at the time the problems occur. This is particularly true if you are getting a *connect*, but you have a blank screen or "garbage" at your end. Please call while you are still connected so we can view the system at our end. If you are accessing the E-Mail through a switchboard, i.e., you dial 9 or some other number to get to long distance, or through FTS and not a dedicated phone line, you may get line noise and interference. You should never use FTS for any data transmission (including E-Mail) since there is a Federal regulation prohibiting such use.

There has been an increase in the number of users ending the E-Mail session incorrectly (e.g., without the ".bye," trying to ".bye" when they are still in the message mode, not disconnecting the phone at their end, etc.). All communications systems have logoff procedures which need to be followed, e.g., DIALOG uses "logoff." In E-Mail, when the ".bye" is detected by the computer, the user files are updated. The ".bye" DOES NOT disconnect the phone connection; you must either turn your modem off manually or hang up using your software (e.g. in Smartcom--toggling to the menu by hitting F1, hitting 0 to end communication, and hitting E to exit to DOS or H to hang up and stay in Smartcom).

If you can't get an answer, or the line is continually busy, please call Pat Brown or Carolyn Weller at the Facility. While the E-Mail system is monitored periodically throughout the day, we aren't always aware of problems unless one of the Facility staff tries to get on and is unsuccessful.

...Carolyn Weller (ERIC Facility)

OERI NEWS

AMERICA 2000: AN EDUCATION STRATEGY (OVERVIEW)

During June, two of the key documents articulating the Administration's education strategy for the decade ahead were published: (1) *America 2000: An Education Strategy* (ED-327 009) and (2) *America 2000: An Education Strategy--Sourcebook* (ED 327 985). The second booklet represents an expansion of the first.

Attachment 2 contains abstracts for both documents and an *overview* of the strategy.

...ERIC Facility

OERI REAUTHORIZATION

OERI comes up for reauthorization by Congress later in 1991 and the House Select Education Subcommittee (Chairman, Major Owens) has been making related plans. One possibility is an independent panel to oversee OERI policy. See Attachment 3 for a brief write-up on the subject by *Education Daily* (March 20, 1991, p. 4).

...Central ERIC

CANCELLATION OF COMPETITION FOR NATIONAL CENTER ON DISSEMINATION AND KNOWLEDGE UTILIZATION

In March 1991, OERI published plans for a competition for a new *National Center on Dissemination and Knowledge Utilization.* In April, the President announced *America 2000*, a comprehensive strategy to move the nation toward accomplishment of the national education goals articulated earlier. To help fund the new initiative, OERI plans to cancel the planned Center competition and redirect the funds originally allocated for that purpose to the new America 2000 effort.

Reproduced below is the *Federal Register* announcement to this effect.

...Central ERIC

Federal Register/Vol. 56., No.85/
Thursday, May 2, 1991/Notices 20199

DEPARTMENT OF EDUCATION

[CFDA Nos. 84.117G and 84.215A]

Research and Development Centers Program and Fund for Innovation in Education: Innovation in Education Program

The Secretary published a notice in the Federal Register on March 11, 1991 (56 FR 10846), inviting applications for a new award for fiscal year 1991 for operation of a center under the Research and Development Centers Program to conduct research on dissemination and knowledge utilization. On March 19, 1991, the Secretary published a notice in the Federal Register (56 FR 11549) inviting applications under the Fund for Innovation in Education: Innovation in Education Program for new awards for fiscal year 1991. Those notices are hereby withdrawn, and the competitions are hereby canceled.

On April 18, 1991, the President announced AMERICA 2000: An Education Strategy, a bold, complex, and comprehensive strategy to move America toward the National Education Goals. The Secretary plans to redirect funds under these programs in order to implement the strategy, which is to (1) create better and more accountable schools for today's students; (2) help invent a new generation of American schools for tomorrow's students; (3) transform America's adults into a nation of students; and (4) help make communities places where learning can happen. High priority research, development, dissemination, and training activities will be funded to support the strategy.

FOR FURTHER INFORMATION CONTACT: Regarding the Research and Development Centers Program: Milton Goldberg, U.S. Department of Education, 555 New Jersey Avenue, NW., room 610, Washington, DC 20208-5573. Telephone (202) 219-2079. Regarding the Fund for Innovation in Education: Margo Anderson, U.S. Department of Education, 555 New Jersey Avenue, NW., room 522, Washington, DC 20208-5524. Telephone (202) 219-1498. Deaf and hearing impaired individuals may call the Federal Dual Party Relay Service at 1-800-877-8339 (in the Washington, DC 202 area code, telephone 708-9300) between 8 a.m. and 7 p.m., Eastern time.

Dated: April 28,1991.

Bruno V. Manno,

Acting Assistant Secretary for Educational Research and Improvement.

[FR Doc. 91-10462 Filed 5-1-91; 8:45 am]

BILLING CODE 4000-01-M

NATIONAL NEWS

AGENDA: NEW MAGAZINE FOR U.S. SCHOOL LEADERS

In May 1991, Scholastic Inc. announced a new quarterly magazine called *Agenda* to be devoted to the topic of educational reform. *Agenda* will be paid for by only ten or more corporate sponsors and will be free to approximately 250,000 carefully selected education policymakers. The *New York Times* announcement of the new magazine in its May 6, 1991 edition is reproduced as **Attachment 4.**

...ERIC Facility

THE FEDERAL ROLES IN SUPPORT OF SCHOOL LIBRARY MEDIA CENTERS (ERIC SECTION)

This book, published by ALA in 1991, contains a three-page write-up on ERIC's role vis-a-vis school library media centers. The information contained therein appears to have been taken largely from articles on ERIC written by ERIC/IR and appearing annually in *The ALA Yearbook* (see **Attachment 5**).

...Gail Mathews (ERIC Facility)

THE MOST POPULAR DATABASES, By Carol Tenopir (*Library Journal*, April 1, 1991, p.96-97)

The statistics obtained by Ms. Tenopir reveal that the most popular bibliographic databases in 1990 (excluding LEXIS) were, in order, MEDLINE, NEXIS, ERIC, World Patents, Predicasts (patents), and Chemical Abstracts. In previous surveys, ERIC generally showed up fourth or fifth. It is good to know that we are not losing ground! For the complete article, see **Attachment 6.**

...Ted Brandhorst (ERIC Facility)

NETWORK NEWS

OPEN FORUMS PLANNED FOR PROFESSIONAL SOCIETY MEETINGS IN 1991 TO GATHER DATA FOR 1992 COMPETITIONS

Central ERIC has requested that the Steering Committee plan for some *open forums* at the upcoming 1991 meetings of ALA and ASIS, in order to gather information from the field concerning ERIC performance and possible improvements that might be of use in the Clearinghouse competitions planned for 1992. The notice pertaining to the ALA session is shown as **Attachment 7.** The ASIS meeting will be in Washington, DC, October 27-31, 1991, and is being put together by Jane Henson.

...Ted Brandhorst (ERIC Facility)

VENDOR NEWS

ERIC DOCUMENT REPRODUCTION SERVICE (EDRS)—NEWS (AND LETTERS ACCOMPANYING FEBRUARY, MARCH, APRIL MICROFICHE SHIPMENTS)

The ERIC Document Reproduction Service (EDRS) has been fully operational since May of this year following a successful transition of the service to Cincinnati Bell Information Systems (CBIS) Federal Inc. EDRS is filling on-demand requests for ERIC documents in both microfiche and reproduced paper formats within 3 to 5 working days. Monthly subscriptions, for microfiche of documents announced in *Resources in Education* (RIE) are also being filled via in-house production. The February, March, and April microfiche collections have been produced and shipped to all standing order customers (SOC's) and the May issue is slated for shipment in July. The June and July collections will be filmed and shipped according to the regular schedule.

Each of the first three monthly shipments of microfiche by the new EDRS operator has been accompanied by a special letter of transmittal. These letters deal with a variety of matters of interest to Standing Order Customers (SOC's) (e.g., film stock used, how to read invoices, etc.) and since they sometimes get misplaced when they accompany the physical microfiche, we are reproducing them here chronologically as **Attachments 8A, 8B, 8C.**

EDRS is conducting a marketing program to increase orders for ERIC microfiche and documents. As part of the marketing campaign, EDRS has developed promotional materials for dissemination among ERIC users and nontraditional audiences. Promotional materials available for dissemination include:

- A brochure which describes EDRS, types of documents available from ERIC, and how to order ERIC documents;
- Postage-paid interest cards designed to capture potential customer requirements for ERIC products and services available through EDRS;
- Laminated rolodex cards with the EDRS address and telephone numbers, including the toll-free number for Customer Service.

In addition, a totally new document order form has been developed and is expected to be released in the near future following review and approval. The new form is designed to simplify document ordering by presenting a streamlined design and clarified instructions.

EDRS will forward stocks of brochures, interest cards, and rolodex cards to the ERIC Clearinghouses, ACCESS ERIC, and the ERIC Processing and Reference Facility, starting in August. Please send a message over E-Mail noting the quantities that you wish to receive. The redesigned document order form will be distributed on a system-wide basis as soon as it is available.

EDRS co-exhibited with ACCESS ERIC at the American Library Association (ALA) conference in Atlanta, Georgia, from June 29 - July 2. There was a great deal of interest in ERIC and EDRS expressed by conference attendees - several hundred individuals stopped by the booth to gather information and offer feedback. In addition, over 500 librarians at the conference participated in a raffle for an EYECOM 1100 microfiche reader. Dixon Public Library in Dixon, Illinois was the winner of the drawing.

...EDRS

DIALOG

In January 1991, DIALOG announced a price reduction for DIALOG OnDisc ERIC. The current disk went from $950 to $795. The complete file went from $1,650 to $1,295. The *DIALOG Chronolog* announcement (January 1991) is shown below. In March 1991, *DIALOG Chronolog* announced the change in EDRS prices that accompanied the change of EDRS contractors (see below).

See **Attachment 9** for three of the five ERIC "explanations" available via DIALOG online. They can be retrieved by keying ?field1, ?limit1, and ?rates1 respectively, after a DIALOG prompt. The other two explanations may be viewed by keying explain file1 (description of ERIC) and ?ericcode (EDRS MF/PC price code conversions) after the prompt.

...Jim Houston (ERIC Facility)

ANNOUNCING A PRICE REDUCTION FOR DIALOG OnDISC® ERIC

You can now purchase **DIALOG OnDisc ERIC** at greatly reduced prices. The new prices, now in effect, are:

DIALOG OnDisc ERIC	Old Price	New Price
Current + 9 years backfile Renewal Product Code: 2001101	$ 950 $ 950	$ 795 $ 750
Complete file Renewal Product Code: 1001101	$1,650 $ 950	$1,295 $ 750

If you do not currently use DIALOG OnDisc ERIC, here is the opportunity to take advantage of these reduced prices. Current subscribers will receive credit adjustments if they have been billed the higher rates after the effective date of the new prices. □

ERIC DOCUMENT REPRODUCTION SERVICE (EDRS) ANNOUNCES PRICE INCREASE

Effective February 1991, the ERIC Document Reproduction Service (EDRS), DIALORDER® supplier ERIC, increased the price of ERIC reports in microfiche and paper copy. ERIC price codes are given on every record with an "ED" accession number. ED-numbered items appear in the *Resources in Education* (RIE) portion of the **ERIC (File 1)** database. The translation of the price codes to their corresponding dollar value is available online by entering HELP ERICCODE at the question mark prompt.

For your free copy of the *ERIC Price Code List 1991*, call 301/258-5500, and ask for *ERIC Ready Reference* #5. Or write:

ERIC Processing and Reference Facility
2440 Research Blvd.
Suite 400
Rockville, MD 20850-3238 □

SILVERPLATTER

A. General

This period brings a variety of ERIC-related announcements from SilverPlatter: (1) Beginning in April 1991 the ERIC *Thesaurus* is available directly on disc (**Attachment 12A**); (2) Also in April, SilverPlatter released version 2.0 of its SPIRS retrieval software. This new version permits, among other things, saving search strategies and the ability to select records for printing while viewing them (**Attachment 12B**); (3) The SilverPlatter tutorial is now available separately on diskette (**Attachment 12C**); (4) a quick reference card just for ERIC has been prepared (**Attachment 12D**); (5) ERIC on MacSPIRS wins *Media and Methods* magazine award (**Attachment 12E**).

B. SILVERPLATTER and OCLC Form "Strategic Alliance"

On June 25, 1991, at the American Library Association (ALA) annual conference in Atlanta, Georgia, OCLC, the third ERIC-on-CD-ROM vendor, announced that it will be merging its CD450 compact disk products with SilverPlatter Products.

OCLC intends to stay in the business of full-text CD-ROM products, but SilverPlatter will be taking over OCLC subscribers to bibliographic database CD-ROM products, like ERIC. On an immediate basis, OCLC subscribers that accept a transfer to SilverPlatter will be able to renew their subscriptions at the current OCLC prices (these are lower than the regular SilverPlatter prices).

In the long term, OCLC and SilverPlatter have plans to introduce a "seamless" online link between the relevant SilverPlatter CD-ROM products and the OCLC online EPIC databases, as well as connections to OCLC's Interlibrary Loan (ILL) and document ordering systems.

The SilverPlatter and OCLC announcements of this alliance are produced as **Attachment 12(F)**.

...ERIC Facility

INTERNATIONAL NEWS

InterED DIRECTORY

With the increased level recently of InterEd communications, the Facility has prepared an *InterEd Directory* to facilitate member communications via telephone, FAX, telex, E-Mail, DIALMAIL, etc. The Directory is not completely finished yet, as some member reports have not yet been received, but it is reproduced in draft as **Attachment 13.**

...Ted Brandhorst (ERIC Facility)

PERSONNEL

GREG DENNIS JOINS CENTRAL ERIC

Greg Dennis recently joined Central ERIC as a monitor. Some may have met him at the 25th anniversary reception. On July 10, he inserted an E-Mail message greeting the network and announcing that he would be monitoring CG, IR, and UD.

With Greg's arrival, the Central ERIC monitorships have undergone some shifting, as shown in the new Central ERIC page in the *ERIC Network Directory*, **Attachment 14.**

...ERIC Facility

BOB STONEHILL WELCOMES TWINS

On July 2, 1991 Bob Stonehill and his wife, Camille, welcomed twins into their family. Elizabeth Maile Stonehill arrived at 7:08 p.m. and weighed in at 7 lbs., 12 oz., and Matthew Brian Stonehill arrived two minutes later at 7 lbs., 15 oz. All are doing well.

Congratulations to all!

...ERIC Facility

CHERI BURNHAM WELCOMES BABY

Cheri Burnham, Secretary for the ERIC Facility, gave birth to her first born, Sophia Lynn, on June 24, 1991 at the Columbia Hospital for Women in Washington, DC. "Sophie" weighed in at 7 lbs.,14 oz. and was 21" long. Cheri and husband Don are doing fine and Cheri should be back to work at the Facility in early September.

Congratulations to all!

...ERIC Facility

Attachments

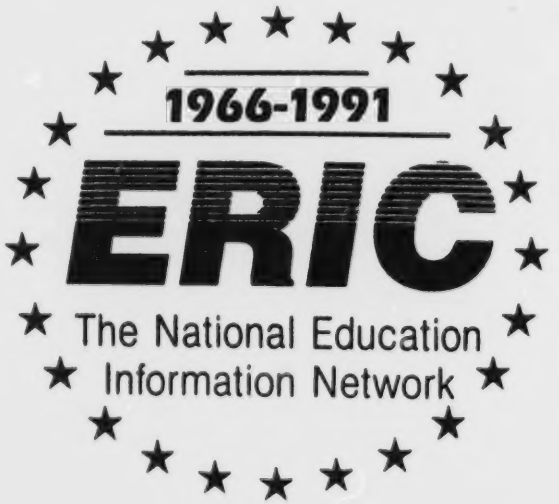
The National Trust for Historic Preservation
and the
Directors of the Educational Resources
Information Center (ERIC) Program
cordially invite you to a reception

Tuesday, April 30, 1991
6 to 8 p.m.
The Woodrow Wilson House
2340 S Street, N.W.
Washington, D.C.

in honor of ERIC's
twenty-five years
of service to
education

* 1966–1991 *

The National Trust for Historic Preservation
and
The Directors of Educational Resources Information Center
welcome you to a celebration of
the 25th Anniversary of ERIC



EDUCATIONAL RESOURCES INFORMATION CENTER

ERIC

25th Anniversary Program

April 30, 1991
6:00 pm -- 8:00 pm

Woodrow Wilson House
2340 S Street, NW
Washington, DC

7:00 pm -- 7:30 pm
ERIC Past, Present and Future

Featured remarks by:

J. Jackson Walter
President,
National Trust for Historic Preservation

Bruno V. Manno
Acting Assistant Secretary for Educational
Research and Improvement, U.S. Department of Education

Arthur Cohen
Director,
ERIC Clearinghouse for Junior Colleges
University of California at Los Angeles

Judi Conrad
Associate Director,
ERIC Clearinghouse on Higher Education
The George Washington University

Don Ely
Director,
ERIC Clearinghouse on Information Resources
Syracuse University

Garry Walz
Director,
ERIC Clearinghouse on Counseling and Personnel Services
University of Michigan

We would like to thank the following contributors and benefactors:

The National Trust for Historic Preservation

SilverPlatter Information Services

DIALOG Information Services

University Microfilms International

OCLC Online Computer Library Center, Inc.

ARC Professional Services Group

The Oryx Press

Aspen Systems Corporation

CBIS Federal, Inc.

Jossey-Bass, Inc., Publishers

GTE Education Services

Maxwell Online, Inc.

University of Michigan

Syracuse University

Teachers College, Columbia University

Council for Exceptional Children

The George Washington University

The Center on Education and Training for Employment, Ohio State University

Social Studies Development Center, Indiana University

ERIC Clearinghouse on Reading and Communication Skills, Indiana University

Appalachia Educational Laboratory

American Institutes for Research

American Association of Colleges for Teacher Education

Attachment 1B
Page 2 of 3
Attachment 1B
Page 3 of 3

The Council for Exceptional Children

Citation

Twenty-Fifth Anniversary of The Educational Resources Information Center (ERIC)

Whereas, 1991 marks the twenty-fifth anniversary of the Educational Resources Information Center (ERIC) system;

Whereas, ERIC is the national education information network sponsored by the United Status Department of Education;

Whereas, ERIC develops, maintains, and provides access to the world's largest database of education knowledge;

Whereas, The Council for Exceptional Children has operated the ERIC Clearinghouse on Handicapped and Gifted Children since 1966;

Whereas, CEC/ERIC annually enters 2,700 special education documents in the ERIC database, develops 25 new products to assist the field, and answers 6,000 information requests; and

Whereas, Millions of educators and others throughout the world utilize the ERIC system to improve their knowledge and practice;

Therefore be it Resolved, that The Council for Exceptional Children congratulates the people who constitute the ERIC system on its twenty-fifth anniversary and commends them for ERIC's continuing success in bringing an ever-increasing education knowledge base to educators throughout the world.

April 4, 1991

Joni Alberg

Joni Alberg, President

Jeptha V. Greer

Jeptha V. Greer, Executive Director

1439

BEST COPY AVAILABLE

OERI Reauthorization

"We need a broad-based policy board to produce a product that doesn't lean in any particular [political] direction," Owens told members of the Council of the Great City Schools during their annual legislative policy conference in Washington, D.C.

"Research has to be lifted above partisan politics so the data isn't suspect," Owens said Monday.

The subcommittee's proposal also would create an Institute for At Risk Students, which would center OERI's mission on the neediest students. The institute could tap into research currently under way at various OERI laboratories and research centers, as well as independent studies from colleges and universities, Owens said.

The institute would compile information on various school reform programs, Owens said, including dropout prevention, and offer guidance to states and school districts "to replicate what works."

"This institute would concentrate OERI's mission on helping those [students] with the greatest need, the very idea of why it was created," Owens said.

The panel already has put together a summary of its recommendations and plans to release a final reauthorization report in April, Owens said in an interview. The subcommittee's report will be forwarded to the House Education and Labor Committee and will be used to help formulate the full committee's OERI reauthorization bill.

Before the subcommittee report is issued, Owens said bills based on some recommendations likely will be introduced. "Eventually, we would hope to consolidate all the elements into a single legislative package," he said.

According to the subcommittee's summary report, OERI would:

- Expand beyond ED to coordinate all federal education research activities;
- Create an office of correctional education research to look at programs in prisons;
- Expand research efforts in preschool learning; and
- Offer adult literacy technical assistance to states and school districts.

With the exception of the at-risk center, many of the recommendations would not involve increased costs, Owens said.

Another proposal aims to greatly enhance OERI's dissemination process, expanding the number of education research centers and laboratories from 25 to up to 435.

"The number of centers possibly could be tied to congressional districts, making them more accessible to school districts," Owens said.

ED officials declined to comment on the subcommittee plan.

"I haven't seen it and would be hard pressed to react at this time," said Christopher Cross, ED's assistant secretary for OERI.

Over the next few weeks, ED officials expect to finish their proposal for OERI reauthorization "and we look forward to meeting with the subcommittee about it," Cross said.

The subcommittee has held a number of OERI oversight hearings in recent weeks to develop its reauthorization plan. Another hearing is scheduled today to hear from business leaders about the direction they think OERI should move. --David Schumacher

DOCUMENT RESUME

ED 327 009 EA 022 812

TITLE	America 2000: An Education Strategy.
INSTITUTION	Department of Education, Washington, DC.
REPORT NO	ED/OS91-13
PUB DATE	18 Apr 91
NOTE	52p.; For further information on "America 2000", call 1-800-872-5327 (1-800-USA-LEARN).
PUB TYPE	Viewpoints (120)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Educational Improvement; Educational Innovation; Educational Objectives; *Educational Strategies; Elementary Secondary Education; *Excellence in Education; Federal State Relationship; Higher Education; National Competency Tests; National Programs; School Restructuring
IDENTIFIERS	*America 2000; *National Educational Goals

ABSTRACT

"America 2000" is a national strategy (not a federal program) designed to accomplish in nine years the six national education goals first articulated by the president and the state governors at the 1989 "Education Summit" in Charlottesville, Virginia. America 2000 is described as having four major "parts," and this booklet is organized around those parts: (1) Better and More Accountable Schools (improving the 110,000 existing schools, for today's students); (2) A New Generation of American Schools (bringing 535 new schools into existence by 1996, for tomorrow's students); (3) A Nation of Students (persuading yesterday's students/today's work force, to keep on learning); (4) Communities Where Learning Can Happen (identifying and designating committed "America 2000 Communities," willing to adopt the six national goals, develop a report card to measure their progress, and create and support one of the 535+ "New American Schools"). Some of the specific operational concepts involved in pursuing this strategy are: (1) "New World Standards" for what young Americans need to know, for each of the five core subjects (English, mathematics, science, geography, history); (2) "American Achievement Tests," a new (voluntary) nationwide examination, based on the five core subjects; (3) "Presidential Citations for Educational Excellence," awarded to high school students who do well on the achievement tests; (4) "Presidential Achievement Scholarships," rewarding academic excellence among needy college/university students; (5) "Merit Schools Program," rewarding schools that make notable progress toward the six goals; (6) "Governors' Academies for School Leaders"; (7) "Governors' Academies for Teachers"; (8) Alternative Certification Systems for Teachers; (9) "America 2000 Communities," designated by their governors; (10) The "New American Schools Development Corporation," a new nonprofit organization, to be established by the business community, that will award contracts for 3-7 "R&D Teams," that will help communities create the new schools. The booklet concludes with a "Glossary" of 20 key terms/concepts used in the text and a "Question and Answer" section posing and answering the 18 most frequently asked questions concerning the new strategy. Appended are a letter from the Secretary of Education, a White House press release, "fact sheet," and "remarks of the President at presentation of National Education Strategy." (WTB)

DOCUMENT RESUME

ED 327 985 EA 022 900

TITLE	America 2000: An Education Strategy. Sourcebook.
INSTITUTION	Department of Education, Washington, DC.
REPORT NO	ED/OS91-13
PUB DATE	May 91
NOTE	82p.; This Sourcebook incorporates and supplements the earlier basic report, "America 2000: An Education Strategy" (see ED 327 009). For further information on "America 2000," call 1-800-872-5327 (1-800-USE-LEARN); in the D.C. Metropolitan Area, call (202) 401-2000.
PUB TYPE	Viewpoints (120)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Educational Improvement; Educational Innovation; Educational Objectives; *Educational Strategies; Elementary Secondary Education; *Excellence in Education; Federal State Relationship; Higher Education; National Competency Tests; National Programs; School Restructuring
IDENTIFIERS	*America 2000; *National Education Goals

ABSTRACT

"America 2000" is a long-term national strategy (not a federal program) designed to accomplish in nine years (by the year 2000) the six national education goals articulated by the President and the state governors at the 1989 "Education Summit" in Charlottesville, Virginia. This national education strategy was presented by the President in a ceremony at the White House on April 18, 1991, and a booklet describing the basic features of the strategy was published at that time (see ED 327 009 for document and an abstract summarizing the strategy). This "Sourcebook" is, in its own words, "a collection of documents that together offer a comprehensive description of America 2000." It contains: (1) remarks by the President at the presentation of the national education strategy (April 18, 1991); (2) the full contents of the original booklet articulating the details of the four parts of the strategy, including a glossary of key terms and "some questions and answers"; (3) the White House fact sheet or press release summarizing the strategy; (4) the six national education goals to be attained by the strategy; and (5) the joint statement by the President and state governors made September 27-28, 1989 at the "Education Summit." (WTB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

AMERICA 2000: An Education Strategy

Overview

AMERICA 2000 is a long-term strategy to help make this land all that it should be—a nine-year crusade to move us toward the six ambitious national education goals that the president and the governors adopted in 1990 to close our skills-and-knowledge gap.

The strategy anticipates major change in our 110,000 public and private schools, change in every American community, change in every American home, change in our attitude about learning.

This strategy is bold, complex and long-range. It will start quickly—but results won't come quickly. It will occupy us at least for the rest of this decade.

We already know the direction in which we must go; the AMERICA 2000 strategy will help us get there.

It will spur far-reaching changes in weary practices, outmoded assumptions and long-assumed constraints on education. It will require us to make some lifestyle changes, too. Yet few elements of this strategy are unprecedented. Today's best ideas, dedicated education reformers, impressive innovations and ambitious experiments already point the way. We already know the direction in which we must go; the AMERICA 2000 strategy will help us get there.

AMERICA 2000 is a national strategy, not a federal program. It honors local control, relies on local initiative, affirms states and localities as the senior partners in paying for education and the private sector as a vital partner, too. It recognizes that real education reform happens community by community and school by school and only when people come to understand what they must do for themselves and their children and set about to do it.

The federal government's role in this strategy is limited as—wisely— its part in education always has been. But that role will be played vigorously. Washington can help by setting standards, highlighting examples, contributing some funds, providing flexibility in exchange for accountability, and pushing and prodding—then pushing and prodding some more.

The AMERICA 2000 strategy has four parts that will be pursued simultaneously. They can be visualized as four giant trains—big enough for everyone to find a place on board—departing at the same time on parallel tracks on the long journey to educational excellence. All four must move swiftly and determinedly if the nation is to reach its destination:

1. **For today's students,** we must radically improve today's schools, all 110,000 of them—make them better and more accountable for results.

2. **For tomorrow's students,** we must invent new schools to meet the demands of a new century—a New Generation of American Schools, bringing at least 535 of them into existence by 1996, and thousands by decade's end.

3. **For those of us already out of school and in the work force,** we must keep learning if we are to live and work successfully in today's world. A "Nation at Risk" must become a "Nation of Students."

4. **For schools to succeed,** we must look beyond their classrooms to our communities and families. Schools will never be much better than the commitment of their communities. Each of our communities must become a place where learning can happen.

Four big trains, moving simultaneously down four parallel tracks: Better and more accountable schools; a New Generation of American Schools; a Nation of Students continuing to learn throughout our lives; and communities where learning can happen.

Attachment 38
Page 1 of 1

A New Magazine for U.S. School Leaders

By DEIRDRE CARMODY

Members of Congress, business executives and Government officials will soon be reading a magazine from a publisher that many may not have seen since their grade-school days.

Agenda, a glossy magazine subtitled America's Schools for the 21st Century, will be sent this week to about 250,000 people who have a stake in how America runs its schools.

Published by Scholastic Inc., the largest American publisher of books and magazines for children, the magazine is trying to position itself as the essential publication in the movement to revitalize and restructure American schools. While articles on revitalizing schools have appeared in newspapers, magazines and business and educational journals, Agenda will be the first publication to devote itself entirely to the subject.

Source of Revenue

Unlike Scholastic's 31 other magazines, Agenda will not derive its revenues from circulation or conventional general-purpose advertising.

Instead, the magazine is being sent free to a selected list of people. About 25 percent of the magazine will consist of messages about students and education from selected sponsors. They will pay $75,000 for a two-page spread and $47,500 for a single page.

The sponsors for the first issue are I.B.M., Apple Computer, Russell Athletic and Bell Atlantic. Michele Magazine, senior vice president of Scholastic and publisher of Agenda, said future issues would have a maximum of 10 sponsors. There will be one more issue this year and Agenda will become a quarterly next year.

The company declined to say how much the magazine cost to start.

Scholastic Inc.

Agenda magazine is being sent free to 250,000 selected people.

"We are doing this because Scholastic is an education company and there is need for a publication like this," Ms. Magazine said. "This is not a traditional market-driven launch. The companies are actually paying for the magazine."

Michael Starks, a corporate communications representative at the International Business Machines Corporation, said his company had been discussing a sponsorship with Scholastic for about a year.

"One of the things that came out of the discussion very early was an agreement that there was no single source of information on the subject of education reform," Mr. Starks said. "This certainly fits in with our interest in expanding people's knowledge of what works."

The target audience was selected by the Taylor Research Group. The magazine is being sent to every member of the Senate and House of Representatives, the chief executives of the nation's 1,000 largest companies, chief state education officers, officials in the United States Education Department, almost all school boards around the country, selected school administrators and various others involved in making education policy.

Agenda focuses solely on the needs of education.

'Overcome With a Lot of News'

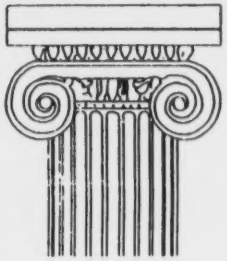
"I think we are being overcome with a lot of news in various publications about what is going on, and I would assume that Scholastic could bring it all together," said Robert Spillane, the school superintendent of Fairfax County, Va.

Articles in the first issue focus on school-financing formulas that are being challenged in court; the frustration of business executives with ineffectual schools; a survey of school officials on waste and inefficiency, and what American companies can learn from their European counterparts about training workers.

"I think it is going to force the issue of thinking collaboratively about the problem, and you know we educators are not good at that," said Ramon C. Cortines, the superintendent of the San Francisco public schools.

The New York Times
May 6, 1991

The Federal Roles in Support of School Library Media Centers



Dianne McAfee Hopkins
and
Rebecca P. Butler

American Library Association
Chicago and London 1991

Educational Resources Information Center

Established in 1966 by the Office for Educational Research and Improvement in the Department of Education, the Educational Resources Information Center (ERIC) is a federally funded information center designed to provide users with ready access to educational literature. The ERIC database is the world's largest source of educational information. It contains approximately 700,000 journal articles and document abstracts on educational research, both theory and practice, and provides access to non-copyrighted and unpublished materials/publications in the field of education. ERIC information is available to the user at more than 3,000 locations in over 90 countries throughout the world.

ERIC provides school library media specialists, as well as other K–12 educators, with a wide assortment of educational materials. The ERIC database may be accessed on-line, on microfiche, or through CD-ROM. ERIC offers a variety of educational citations and documents that might otherwise be unavailable. The materials can be used in curriculum planning, continuing education, and research and to meet other educational needs. The library media specialist is often the link between the information and the ERIC users.

The information in the ERIC database is accessible through a number of print and microfiche indexes including *Resources in Education* (RIE) and *Current Index to Journals in Education* (CIJE). The ERIC database is updated monthly except in the CD-ROM format, which is updated quarterly.

ERIC's sixteen subject-specific clearinghouses and four support sections provide reference and referral services, computer searching, access to the online database, bibliographies, reproduction of documents, and research synopses. ERIC reference and referral services help the user find educational-related information through reference interviews, referrals to appropriate sources, and provision of appropriate materials. Its support sections answer over 100,000 questions annually.[66]

Attachment 5
Page 1 of 2

ERIC collects education-related materials on a wide variety of subjects and in a wide variety of formats including instructional materials, teaching guides, manuals and handbooks, bibliographies, opinion papers, studies, speeches and presentations, monographs, research papers and reports.

During the 1970s, the ERIC Clearinghouse on Library and Information Sciences (ERIC/CLIS) merged with the ERIC Clearinghouse on Educational Media and Technology to form a new organization, the ERIC Clearinghouse on Information Resources. It became a center for collecting, abstracting, and disseminating theses, conference proceedings, curriculum-related materials, and other educationally related information that might otherwise not be documented and made available across the United States. It grew from a small system, used to make research reports from federally funded projects available to the U.S. Office of Education (1966), to a database incorporating over 157,987 documents.[67]

The 1980s saw ERIC continue to grow as a federally funded database providing education-related material to users. Orientation for the ERIC user was developed system wide, and ERIC continued to be a collector of "fugitive" educational literature, i.e., "the kind of unpublished or non-copyrighted material that normally has a limited circulation before it disappears . . . .[68] During this period the agency began promoting its mission as that of bringing English-language education literature to the recognition of the educational community and making this literature as available to the community as possible. New materials such as the tenth edition of the *Thesaurus of ERIC Descriptors* and a new edition of the *Directory of ERIC Microfiche Collections* were published.

During the 1980s, ERIC also added ACCESS ERIC to the ERIC system components. ACCESS ERIC was designed to increase awareness of ERIC and facilitate its use by providing a central reference point and by developing user-assistance materials. The ERIC database also became available on CD-ROM both in the IBM version and for the Apple Macintosh.

ERIC's growth has continued into 1990s. CD-ROM disks continue to be a popular product, as do the brief synopses of practical information known as "ERIC Digests." ERIC is conducting research into new products to take the place of the microfiche; investigating the creation of adjunct ERIC clearinghouses to process specialized areas of education information without cost to ERIC (such as one on art education, to be funded by the Getty Foundation); considering further development of user-oriented publications, such as the "Digests"; development of a network of "ERIC Partners" to help ERIC Clearinghouses disseminate and acquire material; and placing a larger emphasis on user services and the distribution of information.

ERIC has had a productive history. As it moves into the 1990s, its continuance as a federally funded database of educational materials will provide information to users who might otherwise be unable to obtain it.

66. *A Pocket Guide to ERIC* (Washington, D.C.: U.S. Department of Education, Office of Educational Research and Improvement, Educational Resources Information Center, 1990), pp. 1–9.

67. *The ALA Yearbook*, vol. 4 (Chicago: American Library Association, 1979), p. 103.

ONLINE DATABASES

BY CAROL TENOPIR

The Most Popular Databases

HOW MANY different databases do you search in a month? In a year? Do you now search many more and a wider variety of databases than you did ten years ago? At the rate online databases have proliferated in the last two decades, it is no wonder that we should all be searching a much greater variety than we used to. Where we once had a choice of three databases on a topic, we may now have a choice of 30 or more. Yet a small number of databases still dominate the use in libraries and information centers.

Sources for information

The growth in the number of databases, companies that produce databases, and online services is tracked mainly by two long-time leaders in the field. Carlos Cuadra gathers much of his data for the quarterly *Directory of Online Databases* and semiannual *Directory of Portable Databases*, joint publishing ventures by Cuadra Associates and Elsevier. Martha E. Williams of the University of Illinois summarizes some of her data each year in the preface to *Computer-Readable Databases: A Directory and Data Sourcebook*, now published by Gale Research, and in the introduction to the *Proceedings of the National Online Meeting*, published by Learned Information. The most comprehensive source on database use is Williams's *Information Market Indicators (IMI)*, a quarterly publication aimed at database producers/vendors.

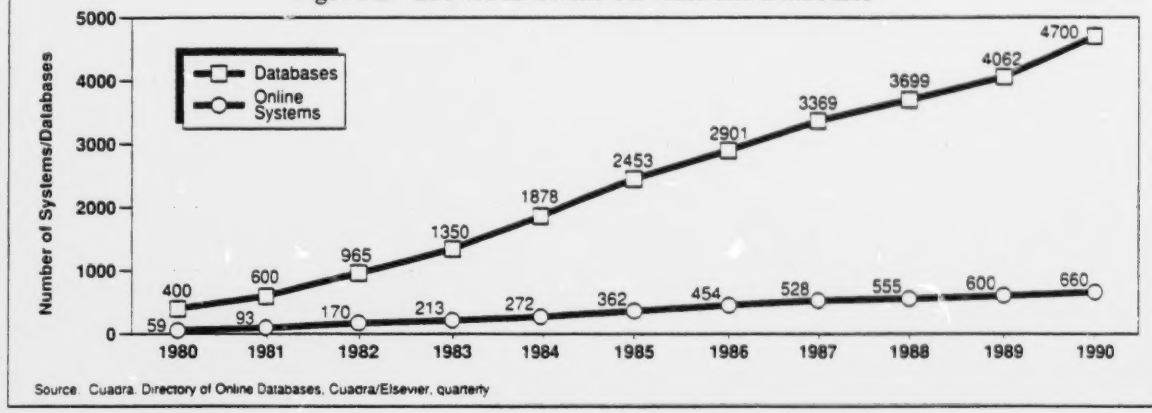


Figure 1: Growth in Online Services and Databases

Source: Cuadra, Directory of Online Databases, Cuadra/Elsevier, quarterly

Carol Tenopir is Associate Professor at the School of Library and Information Studies, University of Hawaii at Manoa, Honolulu

Growth of & most-searched databases

If you feel overwhelmed by the thought of all your choices in databases, a glance through these publications will show you why. In 1975 (when I started searching), Williams reports there were only 300 databases commercially available through about 100 vendors. By 1990, she found over 5600 computer-readable databases available from over 850 vendors. As seen in Figure 1, Cuadra counts similar growth numbers for online databases from 1980. For example, DIALOG has grown from just a handful of databases in 1975 to over 400 today.

With so many databases/online systems to choose from it is not surprising that the number of searches has increased dramatically. Williams reports a more than 30-fold increase in searches on word-oriented databases in the U.S. library/information center market, as shown in Figure 2.

The most popular databases cut across several online systems, types of database producer, and subjects. *IMI* reports that corporate libraries and information brokers do the most searching. Overall figures, excluding law schools, law libraries, and legal firms (which are high-volume searchers), show the databases searched the most in 1990 were, in order, MEDLINE, NEXIS, ERIC, World Patents, Predicasts files, CA (Chemical Abstracts) File, CA Search, and Financial Information Service.

High-volume corporate searchers skew these results somewhat. When academic libraries are considered alone, the picture changes a bit. The top databases in academic libraries in 1990, almost all bibliographic, were MEDLINE; ERIC; PsycInfo (online version of *Psychological Abstracts*); BIOSIS; Health Planning and Administration; CA File (Chemical Abstracts file with abstracts, available on STN International; Dissertation Abstracts; CA Search (Chemical Abstracts file without abstracts, available on several online systems); Inspec; CAB, Social Science Citation Index, PDQ—Physician Data Query, Catline, and ABI/INFORM in a virtual tie; National Newspaper Index; and Magazine Index. Public libraries do a relatively small percentage of the overall online searching, but tend to search these same databases. ERIC, MEDLINE, and Magazine Index get

1450

high use in public libraries. A similar picture was found by Jamshid Beheshti and A. Tabah of McGi'l University in Montreal. They analyzed a random sample of libraries listed in the Gale *Online Databases Search Service Directory* to find which online systems and databases were most used by libraries and how these online services are being funded in the library. Fifty-one percent of their sample were academic libraries, followed by government libraries (21%), corporate libraries (21%) and public libraries (7%). Although the analysis was reported at the 1990 meeting of the American Society for Information Science (ASIS), the data were collected by Gale in 1987, so in most cases it represents pre-CD-ROM information.

Beheshti and Tabah found that ten databases comprise 60% of all the databases used. Within the remaining 40% over 40 databases were mentioned. The ten most used databases in U.S. and Canadian libraries according to their calculations are ERIC; MEDLINE; PsycInfo; BIOSIS; ABI/INFORM;- Compendex (Computerized Engineering Index); CA Search; Science Citation Index; and Health Planning and Administration.

Explaining database popularity

Why are some databases so popular? The first reason is *longevity*. Most of the databases that appear in several lists have been online for many years, e.g., ERIC, NTIS, CA Search, and MEDLINE were among the very first databases online. We are used to searching them, and their producers and vendors have years of experience to ensure their consistency and quality. The second reason is *familiarity*. Familiarity ties in with longevity, but goes beyond it. Most of these databases have print equivalents, CD-ROM versions, and/or microform versions. Librarians may use them in other forms and feel familiar with the content and idiosyncrasies of the product. They are almost all well-established bibliographic sources, popular in a multitude of formats in libraries for years.

Another reason is *availability*. Most of the popular titles are available on multiple online hosts. Some, like MEDLINE, NTIS, and ABI/INFORM, are available on over ten online systems each. Most are available on several major online hosts. These databases carry the weight of *authority*. The database may be viewed as an authoritative or comprehensive source in a field, such as ERIC in education, CA Search in Chemistry, MEDLINE in medicine, and BIOSIS in biology. Many offer one-stop shopping for a topic in a broad subject field, and some are megafiles with hundreds of thousands or millions of records.

Another common denominator is structural *quality*. Practically all of the most popular databases in libraries are bibliographic with controlled vocabulary descriptors. Many have other value-added fields such as classification codes. Thesauri and other database search aids are available for most. Professional searchers feel comfortable formulating and running searches when they have a variety of strategy options and can count on structural consistency. Many of these databases offer *affordability*: MEDLINE, ERIC, PsycInfo, and Health Planning and Administration are among the lowest-priced databases on major online systems. STN International offers substantial discounts for academic users using STN to access the CA files. For 13 of the 16 most popular databases that are on DIALOG, the average price per hour is approximately $80. Still, affordability is clearly not a single deciding factor since INSPEC, Social SciSearch, and ABI/INFORM are all over $100 per hour on DIALOG.

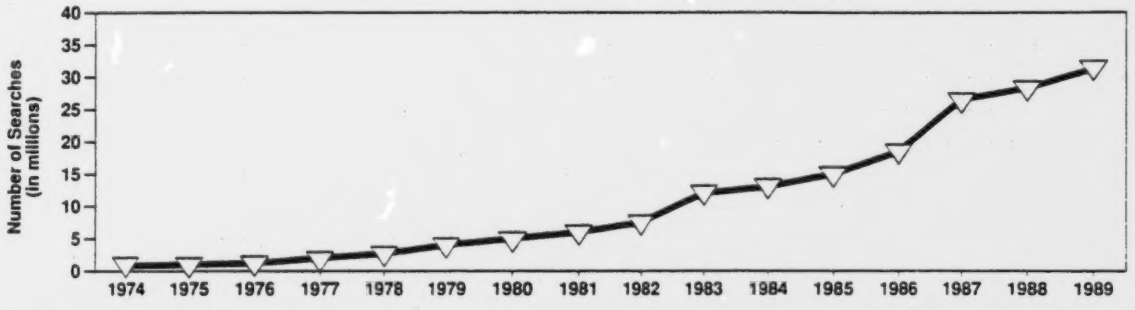
Popular CD-ROM databases

Academic libraries use their online search statistics to help make purchasing decisions for CD-ROM. It is not surprising that many of the same databases are popular on CD-ROM. Among OCLC libraries, the top ten CD-ROM databases as reported in the March 1990 issue of *Laserdisk Professional* are, in order, InfoTrac (some InfoTrac versions are CD equivalents to Magazine Index); ERIC; PsycLIT; Books in Print Plus; Academic Index; MLA Index; ABI/INFORM; DISCLOSURE; Dissertation Abstracts; and Social Science Index.

In a July 1989 report, Williams summarized statistics on CD-ROM use. She found the most popular CD-ROM databases in a broader library and information center market to be ERIC, Books in Print Plus, MEDLINE, DISCLOSURE, InfoTrac, and PsycLIT. The top four CD-ROM vendors by expenditure are Information Access Company (InfoTrac), SilverPlatter, Lotus Corporation, and Wilson. Although fourth in revenues, Wilson is first in number of databases sold to libraries. It offers a large number of relatively low-priced CD-ROM databases.

The number of online and CD-ROM databases will continue to increase at an impressive rate. Most of our old favorites are bound to remain and will continue to be the backbone of our searching operations. Online and CD-ROM gives us the opportunity to meet new online faces as well.

Figure 2: Growth in Online Services of Databases



Source: Williams, Computer – Readable Databases, Gale 1991

Are you going to be at the ALA Conference in Atlanta?

If so, please plan to attend an open session to discuss *ERIC and national education information–now and in the future*.

Currently celebrating its 25th year, the ERIC System is engaged in a major effort to assess how well ERIC meets information needs and how ERIC can improve in the future.

As part of this assessment, the ERIC Clearinghouse on Information Resources (Syracuse University) is sponsoring an open meeting at the ALA Conference. Representatives from various ERIC Components will be there to hear what you have to say. Please join us!

Open Session
Saturday, June 29, 9-11 a.m.
Marriott Marquis Hotel
Copenhagen Room

Please RSVP if you will attend so that we can plan for space and light refreshments. Write or call:

Dr. Michael B. Eisenberg, Director
ERIC/IR, 030 Huntington Hall
Syracuse University
Syracuse, NY 13244-2340
315/443-3640

Educational Resources Information Center

ERIC Processing and Reference Facility
2440 Research Blvd., Suite 400, Rockville, MD 20850
301-258-5500

Ted Brandhorst
Director

In November 1991, ERIC will celebrate the twenty-fifth anniversary of the publication of the first issue of the abstract journal *Resources in Education* (*RIE*). Throughout the year, *RIE* will have a silver cover bearing the emblem *"ERIC 1966–1991 – 25 Years of Service to Education."* Various celebratory events are planned.

Database Building

Database	No. of Records 1966–1989	1990	Total
Resources in Education	302,187	13,052	315,239
Current Index to Journals in Education	394,599	18,032	412,631
Total	696,786	31,084	727,870

ERIC Adjunct Clearinghouses

Adjunct Clearinghouses are independent organizations that acquire and process documents in specialized education-related subject areas without cost to ERIC and feed the results of their work to particular ERIC Clearinghouses. They are part of a new strategy to develop alternate funding sources for ERIC. By the end of 1990, the ERIC system had "commissioned" four Adjunct Clearinghouses:

Adjunct Clearinghouse for Art Education (AR)
Indiana University, Social Studies Development Center, 2805 E. Tenth St., Suite 120, Bloomington, IN 47408-2373
Tel: 812-855-3838
Fax: 812-855-7901
Sponsor: Getty Foundation
Adjunct to: ERIC Clearinghouse on Social Studies/Social Science Education (SO)

National Clearinghouse for United States-Japan Studies (JS)
Indiana University, Social Studies Development Center, 2805 E. Tenth St., Suite 120, Bloomington, IN 47408-2373
Tel: 812-855-3838
Fax: 812-855-7901
Sponsor: United States-Japan Foundation
Adjunct to: ERIC Clearinghouse on Social Studies/Social Science Education (SO)

Adjunct Clearinghouse on Literacy Education for Limited-English-Proficient Adults (LE)
Center for Applied Linguistics (CAL), 1118 22 St. N.W., Washington, DC 20037
Tel: 202-429-9292; 202-429-9551
Fax: 202-429-9766; 202-659-5641
Sponsor: U.S. Department of Education, English Literacy Grants Program
Adjunct to: ERIC Clearinghouse on Languages and Linguistics

Adjunct Clearinghouse for Chapter 1 (Compensatory Education, CO)
Chapter 1 Technical Assistance Center (TAC), c/o Advanced Technology, Inc., 2601 Fortune Circle E., Suite 300-A, Indianapolis, IN 46241
Tel: 317-244-8160; 800-456-2380
Fax: 317-244-7386
Sponsor: U.S. Department of Education, Chapter 1 (Compensatory Education) Program
Adjunct to: Documents and data transmitted directly to ERIC facility

ERIC Products and Services

ERIC Thesaurus

The 1990 edition of the *Thesaurus of ERIC Descriptors*, published in August, contains 9,991 vocabulary terms, of which 5,575 are main-entry descriptors and 4,416 are nonindexable use references (synonyms) or discontinued terms. It is available from Oryx Press ($69.50 domestic, $83.40 foreign; order ISBN-0-89774-561-2).

ERIC Digests and ERIC Digests Online

ERIC Digests are highly concentrated two-page treatments of specific education topics designed for the educator who needs information but has little time to search or to read. Begun in the early 1980s, Digests have become ERIC's most popular publication. ERIC Clearinghouses have prepared more than 1,000 Digests. A list is available from the ERIC Processing and Reference Facility. While citations for virtually all ERIC Digests are included in the ERIC database, the full text (about 1,500 words) of approximately 500 is also available online. For example, in DIALOG, DT = 073 retrieves these records and Format 9 prints out the full text of each.

ACCESS ERIC

ACCESS ERIC, the newest ERIC component, was inaugurated in May 1989. It has responsibility for such areas as outreach, marketing, publishing, advertising, public relations, and referral. By the end of 1990, after operating for a year and a half, ACCESS ERIC had the following major products and services to its credit:

- *Directory of ERIC Information Service Providers*
- *Directory of Education-Related Information Centers*
- *ERIC Calendar of Education-Related Conferences* (updated annually)
- *Catalog of ERIC Clearinghouse Publications*
- *Directory of ERIC Partners*

ERIC FACILITY REPORT

ERIC Directors/Technical Meeting

(April 30, 1991; 2:00 - 2:20 p.m.)

1. ROYALTY/USAGE FEE PROPOSAL

The concept of a royalty or usage fee for use of the ERIC database in machine-readable form has been suggested and kicked around at these meetings for at least the past ten years. Perhaps its time finally arrived when in early 1990, Central ERIC asked the Facility to prepare and formally submit a concrete proposal. This proposal was submitted in August 1990 and since that time it has been under review by the Office of the General Counsel (OGC) and the Grants and Contracts Management Division. We expect to hear about a Facility contract modification permitting these charges within the next 2 months, after which we would first have to create the contract instruments and then sign up the various vendors and subscribers--tasks which taken together will probably require a period of around 6 months. Anticipated fees to be charged are projected to be minimal (around 10%), in order not to perturb the marketplace significantly. Revenues realized would be directed toward system improvements, as distinct from system operations.

2. ERIC DIGESTS ONLINE (EDO)

Update #3 to the EDO file is projected to contain a total of 222 records, an almost 50% increase over the 155 the Facility processed last year. The December 1990 issue of RIE alone contained 70 Digests, an all-time record for Clearinghouse publications in one issue.

There are still around 10 Digests yet to be received in full text and we estimate that EDO Update #3 will be shipped sometime in June. Together with the 492 Digests in updates #1 and #2, this will make a total of 714 ERIC Digests available online in full text. This is a significant percentage of the total ERIC Digests produced to date, which is probably just over 1,000.

Also on the subject of Digests, the Facility has made an effort to compile a complete set of ERIC Digests to date. These have been sequenced by Clearinghouse and by title within each Clearinghouse. We have prepared a list of the titles together with accession numbers where known. At this meeting, we are handing out to each Clearinghouse a copy of their own package, but our intent, after the meeting, is to provide each ERIC component with a complete set of all 1,000 Digests. This set will serve as the basis for an ERIC Ready Reference listing the titles of all ERIC Digests to date.

- *Directory of ERIC Training Opportunities and Products*
- *The ERIC Review* (published three times a year; announces research results, publications, and new programs)
- Nationwide 800 number for connecting with ERIC system: 1-800-USE-ERIC

The first three publications are available both in print and as online referral files (via the GTE Education Network). For information on any of these products and services, call the ACCESS ERIC 800 number.

Other Developments

ERIC Partners

ERIC Partners are organizations whose members or constituencies are producers and/or users of education-related knowledge and information and volunteer to work with the ERIC system to disseminate that information. The "Partner" arrangement, begun in 1989, formally recognizes the cooperative relationships ERIC Clearinghouses have had with other organizations for years. The *Directory of ERIC Partners*, issued by ACCESS ERIC in April 1990, lists the 353 Partners identified during the first year of the program.

User Fees/Royalties

Under present arrangements, ERIC does not receive any income from the many commercial vendors that offer its database online, via CD-ROM, or through other channels. For this reason, the ERIC database is generally the most economical one offered by vendors. In August 1990, however, a plan was proposed to the U.S. Department of Education for ERIC to receive a modest fee for the commercial use of its database. With vendors earning several million dollars from its products, ERIC might also be able to realize additional funds, which could be used for system improvement, an area that has received little or no appropriated funding for years.

Compact ERIC/ERIC SchoolDisc: Projected CD-ROM Full-Text Products

For 25 years, microfiche has been the storage medium behind ERIC's document delivery methodology. Although the optical disk will eventually challenge its role, microfiche will likely be a viable product for years to come. ERIC is working with a vendor to develop two prototype products called *Compact ERIC* and *ERIC SchoolDisc*. *Compact ERIC* would contain the full text of the best documents and journal articles entering the ERIC database each year (about 10 percent of the total). *ERIC SchoolDisc* would contain a subset of documents and articles slanted toward practical schoolroom use. In addition to specific ERIC accessions in full text, the products would also contain cover-to-cover runs of the major education periodicals that meet these same selection criteria and a significant segment of the current bibliographic database, arranged for searching. A user searching the ERIC database via this product would immediately be able to call up for viewing the full text of any items selected for the two products. The prototype will be tested in early 1991, and if successful, will be made available to the public.

The Future

An article by Bob Stonehill entitled "The Educational Resources Information Center (ERIC): A System Faces Its Future" in the Summer 1990 issue of *Knowledge in Society* (pp. 69–80) best describes ERIC's future directions. The author highlights four areas that are emphasized in all new ERIC Clearinghouse contracts:

1 Procedures to improve the quality and utility of the information in the database
2 An expanded series of practitioner-oriented publications (ie., the Digest series)
3 Improved collaboration with other OERI-funded programs (e.g., Labs and Centers)
4 The acquisition and indexing, in the ERIC database, of information about statistical databases

Under "Future System Improvement Options," the article lists

1 The ERIC Digests Online full-text file
2 The *Compact ERIC/ERIC SchoolDisc* new product development effort
3 Expanded coverage via Adjunct Clearinghouses
4 Improving public recognition of items in ERIC's product line
5 Online referral files (i.e., the ACCESS ERIC files)

Other possibilities listed are

6 User-friendly expert interface systems
7 Expanded coverage by addition of nonprint media
8 Expanded coverage via more cover-to-cover journals

Reprinted from:
1991 *Library and Book Trade Almanac* (Bowker)

3. REPRODUCTION RELEASE FORM

The ERIC Reproduction Release Form ("Individual Document" and "Blanket") became an absolutely key ERIC form about the time that the new Copyright Law came out distinctly in favor of protecting authors' rights. It became essential, for legal purposes, to obtain permission from authors and sources in advance of reproducing a document in quantity via EDRS. The ERIC Reproduction Release Form was carefully crafted by Central ERIC, aided and abetted by legal counsel. It dealt with the reproduction technology of the time, i.e., microfilm and paper copy blowback from that film.

Now we are on the verge of a new technology--the so-called optical storage media--that most think will someday replace the micrographics technology. During the past six months, UMI has been preparing a prototype ERIC product that makes use of this new technology. The prospect requires ERIC to re-examine its Reproduction Release Form with an eye to eventually providing for storage and reproduction not just via microfilm and paper copy blowback, but also via the new optical media, e.g., CD-ROMS, Laser disks, etc. This has been done by a group involving the Facility and the Technical Steering Committee. Level 1 has been expanded to provide for the contributor giving ERIC "carte blanche" to reproduce the document in question via micrographics, electronic, or optical media. Various other improvements have also been made, e.g., the type size has been made larger, the form is now one sheet, front *and* back, instructions on where to send the form have been included, etc. This new form will now be subjected to the same legal scrutiny as the old form. When finally approved, it will be reproduced in quantity and provided to all ERIC components.

Postscript 1: As a related note, it has been recommended by the Steering Committee that a way to solve the archival problem concerning these Reproduction Release Forms (which now must be retained by the Clearinghouses indefinitely) would be to make the Release Form the last page of the document. This suggestion is being considered by Central ERIC.

Postscript 2: As soon as the Reproduction Release form has been approved in final form, the Facility will re-do the "Submitting Documents to ERIC" brochure. Panel 4 of this brochure is a copy of the Release form.

4. *ERIC CLEARINGHOUSE SCOPE OF INTEREST GUIDE*

The *ERIC Clearinghouse Scope of Interest Guide* is for ERIC one of those foundation documents that legislate the system's division of labor. It is key in spelling out "turf" issues and in allocating documents to Clearinghouses on the basis of subject matter. It is usually published both as a separate document and as an appendix to the *ERIC Processing Manual* (EPM). The 1991 revision to this guide (the last edition was dated 1987) is the result of months of effort on the part of the Clearinghouses during 1990 to re-examine their scopes, interject new topics, resolve major overlap problems with other Clearinghouses, and improve the phraseology and readability of the statements. The Clearinghouses also reviewed the index terms most applicable to their respective areas and provided new lists (in machine-readable form for the first time).

The revision of this guide is particularly timely, from Central ERIC's point of view, because of the upcoming Clearinghouse competitions. These new scope statements will probably find their way into the RFP's.

5. ERIC-to-IAUDOC CONVERSION TABLE

The International Association of Universities (IAU) has plans for an international bibliography of higher education. The IAU is seeking the cooperation of each member country, and naturally, they would like ERIC to be the contributor for the U.S. Most countries will be preparing their bibliographic data directly in the IAUDOC format. In ERIC's case, since ERIC is already preparing its data in ERIC format, it is necessary to convert ERIC data to the IAUDOC format. This will require a conversion program.

In anticipation of actually doing this, the Facility has been working with IAUDOC across the past year to arrive at a mutually agreeable set of conversion specifications. This has been accomplished and is expressed in the "IAUDOC Data Fields" handout. Using these specifications, a programmer should be able to readily create a conversion program that would take selected input from each month's or each quarter's RIE/CIJE and prepare a tape that could feed in directly to the IAUDOC enterprise.

6. COMPACT ERIC/ERIC SCHOOLDISC

The UMI prototype product is out. It contains about 2,000 ERIC accessions for the January-June 1990 time frame, together with some runs of the higher quality professional journals. The prototype involves some 10 CD-ROM discs. It is currently undergoing focus group review and field testing. The documents themselves have been returned from UMI and are being stored in the Facility's warehouse.

In order to prepare for the possible continuation of this product, the Clearinghouses have sent the Facility lists of accession numbers for the July-December 1990 time frame and subsequent to that have tagged new accessions with 800 or 801 Pubtype codes, representing a Compact ERIC or ERIC SchoolDisc candidate, respectively. These special codes are retained at the Facility for internal use, but do not go on the data tapes sent to the outside world.

At the moment, we are not doing much with the lists of accession numbers or with the 800/801-tagged accessions. We have loaded the lists onto a microcomputer file in order to prepare a composite list. We have written a program to expunge the 800/801 codes from all outgoing tapes. But we have not begun to examine the candidates from either a size or appropriateness viewpoint. Too much change is apt to come out of the focus groups and field tests to warrant doing much editorial work at this stage. There is also the problem that there has been no funding yet for any Compact ERIC work.

7. MICROCOMPUTER EQUIPMENT/SOFTWARE SURVEY FORM

The last survey of microcomputer equipment and software in use at ERIC components was done in late 1986. With things changing so fast in this area, a new survey is long overdue.

Central ERIC has asked the Facility to make a "quick survey," permitting the Clearinghouses to make brief entries, to check boxes, and, in general, limiting the amount of work involved in responding. In the form as we have designed it, each Clearinghouse's responses will fit on two sheets (front and back). The questions are structured to provide data about each machine in use because technical problems often depend on the particular configuration of a machine being used for a particular function. We estimate between 30-50 minutes to update the form. The assembled sheets will be bound together to provide a reference package for all Clearinghouses. The Introduction will provide some summary statistics or data, but the importance of the package will lie in the details provided by each Clearinghouse.

Note: A draft of the form is one of the handouts. A few improvements that have been suggested by IR have yet to be made. In addition, CERIC plans to add a page on which the Clearinghouses would each report the "Government Furnished Equipment" (GFE) in their possession.

ERIC®
Operated by DOCUMENT REPRODUCTION SERVICE
CINCINNATI BELL INFORMATION SYSTEMS INC.

EDRS/CBIS FEDERAL
7420 Fullerton Road, Suite 110
Springfield, Virginia 22153-2852
(800) 443-ERIC• (703) 440-1400
FAX (703) 440-1408

May 10, 1991

Dear ERIC/EDRS Standing Order Customer:

I would like to thank you for your patience while Cincinnati Bell Information Systems (CBIS) Federal assumed operation of the ERIC Document Reproduction Service (EDRS). I am pleased to announce that CBIS Federal is fully operational and has eliminated all on-demand order production backlogs and has begun fulfilling ERIC monthly standing orders.

This letter accompanies the ERIC microfiche collection for the March issue of Resources in Education (RIE). The April RIE microfiche collection will be shipped to you on May 20. However, the February RIE microfiche has been delayed so that we can correct problems in the microfiche quality that resulted from subcontracting the filming of this issue. CBIS chose to subcontract production of February's microfiche to reduce processing delays during the start-up period of our new EDRS contract. We plan to ship the February issue on May 31, 1991. CBIS is committed to providing you with a quality product. We hope this delivery schedule does not inconvenience you. All future microfiche shipments will be on schedule.

Responding to customer feedback from our letter of introduction, we are providing the temporary option of monthly billing to those customers who are unable to continue their standing order subscription because they have not received their refund check from the previous contractor. You may pay for your monthly issues using one of the payment options detailed in my letter dated March 13, 1991. If you have any questions relating to payment, please feel free to contact me at 1-800-443-ERIC (3742). We are forwarding you the February, March, and April issues of RIE microfiche even if we have not yet received your response to our initial letter.

The film type you received, silver or diazo, was based on the information provided by the former EDRS contractor. If there are any problems with your order, or if you have any further questions, please do not hesitate to contact one of our Customer Service Representatives at 1-800-443-ERIC (3742) or (703) 440-1400.

I have enclosed a synopsis of CBIS and the new EDRS contract, including points of contact, products, and services that we offer. It is our intent to provide you with this information to facilitate communication and to give you an overview of EDRS/CBIS.

In addition, we have provided you with a sample shipment statement and label with explanations of each line item. We are currently in the process of creating our accounting software, for the time being we are using a temporary software package. The shipment statements and other documentation you receive during the short term are being generated from the temporary package. When our accounting software is implemented the formats of the documentation you receive from us will change. At that time, you will receive explanations of the appropriate line items. Once again, we thank you for your patience and cooperation. CBIS looks forward to your continued patronage and to a successful term as the new EDRS contractor.

Sincerely,

EDRS/CBIS FEDERAL

John E. Gracza
Director

ERIC DOCUMENT REPRODUCTION SERVICE (EDRS)

OPERATED BY CBIS FEDERAL

Corporate Profile

Cincinnati Bell Information Systems (CBIS) Federal Inc. provides information management solutions to the Federal government, State and local governments, communications providers, and financial institutions. The highest priority of CBIS is to deliver high-quality, technologically advanced products, together with outstanding customer service and support, to our customers worldwide. CBIS's services include facilities management, imaging systems development, systems life-cycle services, and system and network integration.

Operation of the EDRS

CBIS Federal has been operating the EDRS since February 4, 1991. Following a short transition of the service, CBIS Federal is now fully operational and offering complete order fulfillment services for ERIC microfiche and paper copy.

EDRS/CBIS Products and Services

- Production and sales of microfiche and paper copies of documents announced in Resources in Education (RIE)
- Sales of back collections of ERIC documents, cumulative indexes, and other ERIC microfiche products
- Order fulfillment for on-demand requests for ERIC documents
- Convenient ordering capability by telephone; mail; FAX; or on-line through OCLC, DIALOG, BRS, or ORBIT
- Complete Customer Service support including customer ordering assistance, information, problem resolution, and referral
- Marketing of ERIC documents targeting both national and international markets
- Development and marketing of ERIC special products – collections of ERIC documents packaged to appeal to traditional and non-traditional users
- Assessments of advanced technologies for alternative document distribution systems

EDRS/CBIS Customer Service

- Telephone: 1-800-443-ERIC (3742)
- FAX: (703) 440-1408
- Hours: 8:00 a.m. - 6:00 p.m. (EDT)

EDRS/CBIS Senior Staff

- Director: John Gracza
- Production Manager: Peter Dagutis
- Customer Service Manager: Lisa Douds
- Marketing Representative: Nancy Johnson
- Education Specialist: Laura Colker
- Accounts Manager: Daisy Ramos

EDRS/CBIS Address and Telephone

ERIC Document Reproduction Service (EDRS)
7420 Fullerton Road, Suite 110
Springfield, Virginia 22153-2836

- Telephone: (703) 440-1400

SERVING YOUR INFORMATION NEEDS

Attached is a sample March RIE Shipment Detail Statement and shipping label. The following provides you with an explanation of the items as they appear on the statement and the shipping label:

Statement:

1. Our federal identification number, or corporate identification, for taxation purposes.

2. Heading, including the monthly collection enclosed.

3. Our own internal identifier.

4. The date this statement was generated.

5. Your bill to address as provided to CBIS Federal. Please submit any changes or corrections in writing to EDRS/CBIS.

6. Your ship to address as provided to CBIS Federal. Please submit any changes or corrections in writing to EDRS/CBIS.

7. Your purchase order number as provided to us (if applicable).

8. Your specified shipping instructions, if any, as provided to us.

9. The date the microfiche collection was shipped.

10. Description of the enclosed microfiche collection including the month, film type, range of ERIC documents enclosed, the number of microfiche in the collection, and the cost for the collection.

11. The total cost for the collection of microfiche only. Please note that the applicable shipping costs will follow on your invoice or statement.

12. Your unique customer reference numbers to cite in the event of problems or questions regarding this statement or your collection. Your standing order account number will be cited on your invoice or statement.

Label:

The first line of the shipping label details your unique customer reference numbers to cite in the event of problems or questions regarding your collection as found in number 12 above on your shipping statement. In addition, your purchase order number as provided to CBIS Federal is listed at the right corner of the label.

1. Federal ID No: 54-1101023

2. March RIE Shipment
Detail Statement

3. Detail Statement No: 2A

4. Detail Statement Date: 05/10/91

5. Bill To:

EDRS/CBIS
7420 Fullerton Road
Suite 110
Springfield, VA 22153-2852

6. Ship To:

EDRS/CBIS
7420 Fullerton Road
Suite 110
Springfield, VA 22153-2852

7. P.O. #: 000000

8. Ship Via: UPS

9. Shipment Date: 05/10/91

Item Identification & Description	--- Quantity --- Ordered	Shipped	Unit	Unit Price	Net Amount
10. March RIE Diazo Microfiche ED 324 394 through ED 325 613 The March set contains 1627 microfiche @ $0.111 each.	1	1	Set	$180.60	$180.60

11. Total Cost - Fiche only $180.60

Invoice or Statement with
Shipping Costs to follow.

12. Reference: 000000
M00000

ERIC®
Operated by DOCUMENT REPRODUCTION SERVICE
CINCINNATI BELL INFORMATION SYSTEMS INC.

EDRS/CBIS FEDERAL INC.
7420 Fullerton Road, Suite 110
Springfield, Virginia 22153-2852
(800) 443-ERIC • (703) 440-1400
FAX (703) 440-1408

May 20, 1991

Dear ERIC/EDRS Standing Order Customer:

This letter accompanies the ERIC microfiche collection for the April issue of Resources in Education (RIE). You should have received the microfiche for March which we began shipping during the week of May 13, 1991. We certainly hope the delay did not inconvenience you and that the product received was worth the wait.

In our previous letter we informed you of the quality problems encountered with February's microfiche. These problems have been resolved and CBIS Federal anticipates shipping the February collection on May 30, 1991. All subsequent microfiche shipments should be on schedule.

You may notice a difference in the color of April's microfiche compared to past collections. CBIS Federal is using a blue-black film for all collections beginning with the April issue instead of the black film previously used. This change in film color in no way affects the quality of the microfiche in terms of density or resolution. CBIS Federal changed the film color primarily because the blue-black film is aesthetically more pleasing to the user when viewing the microfiche.

Because of the short amount of time between the March, April, and February shipments, CBIS Federal will send your invoice or statement at the end of May. The invoice or statement will include the charges for each of the three collections and associated shipping charges. Your standing order account number is listed on the enclosed shipping statement. Please refer to this number if you have any questions regarding the microfiche received or your account.

Again, thank you for your patience. CBIS Federal will continue to keep you informed of new developments as they occur. If you have any further questions or comments, please do not hesitate to contact one of our Customer Service Representatives at 1-800-443-ERIC or (703) 440-1400.

Sincerely,

EDRS/CBIS FEDERAL

John E. Gracza
Director

ERIC®
DOCUMENT REPRODUCTION SERVICE
Operated by CINCINNATI BELL INFORMATION SYSTEMS INC.

EDRS/CBIS FEDERAL INC.
7420 Fullerton Road, Suite 110
Springfield, Virginia 22153-2852
(800) 443-ERIC• (703) 440-1400
FAX (703) 440-1408

May 31, 1991

Dear ERIC/EDRS Standing Order Customer:

We are pleased to provide you with the enclosed shipment of microfiche for the February issue of Resources in Education (RIE). The quality problems encountered in the first filming of the February issue have been resolved. In addition, the May issue is currently is process and we expect to begin shipping in mid-June. All future shipments of microfiche should be delivered on a normal schedule.

There is a problem with the shipment statements sent with the March collection. The number of microfiche listed on the statement and the corresponding price were incorrect due to an error in the masters received from our subcontractor. The correct number of microfiche is 1730 and the corresponding price for the diazo microfiche is $192.03. We apologize for this error and hope it does not inconvenience you. The shipment statements sent with the April collection are correct.

We also want to emphasize that the shipment statements received with the March, April, and February collections are not invoices, but packing lists for informational purposes only. If you have submitted payment to CBIS Federal to establish your standing order account, you will receive a statement showing the activity of your account separately. If you have submitted a purchase order, or have not responded to CBIS Federal, you will receive an invoice separately. Because of the short amount of time between the March, April, and February shipments, the invoice or statement you receive will encompass each of these issues and will be shipped in early June. Once deliveries are on a normal schedule your invoice or statement will be shipped monthly.

We have included an enclosure from the ERIC Clearinghouse on Information Resources regarding the American Library Association (ALA) conference in Atlanta. Representatives from the various ERIC components are very interested in determining your assessment of the ERIC system.

We have received a great deal of feedback from many of you regarding the March and April issues. All suggestions and comments are welcomed and appreciated. We are taking into consideration all feasible suggestions into consideration and we expect to begin implementing many of them in the near future. If you have any further questions or comments, please do not hesitate to contact one of our Customer Service Representatives at 1-800-443-3742 or (703) 440-1400.

Sincerely,

EDRS/CBIS FEDERAL

John E. Gracza
Director

ERIC ONLINE VIA DIALOG

SUMMARY OF FIELD ID'S, LIMITS, AND RATES

I. **SEARCHABLE FIELDS (FIELD ID'S AND EXAMPLES)**

A. Basic Index Fields
B. Additional Index Fields

II. **LIMITING SEARCHES**
(Publication Year, Accession Range, RIE, CIJE, Major Index Terms, Minor Index Terms)

III. **COSTS FOR SEARCHING ERIC ON DIALOG**

FIELD1 : ERIC

SEARCH OPTIONS

BASIC INDEX

SEARCH SUFFIX	DISPLAY CODE	FIELD NAME/ INDEXING/EXAMPLES
/AB	AB	Abstract Word S AUDIOVISUAL(W)MATERIAL?/AB
/DE	DE	Descriptor-1 Word & Phrase S FINANCIAL(W)SUPPORT/DE S EDUCATIONAL TRENDS/DE
/ID	ID	Identifier-2 Word & Phrase S STANDARDIZATION/ID S BALTIMORE COUNTY?/ID
/NT	NT	Note-3 Word S EVALUATION(W)NETWORK/NT
/TI	TI	Title Word S VCR?(F)CLASSROOM/TI

ADDITIONAL INDEXES

SEARCH SUFFIX	DISPLAY CODE	FIELD NAME/ INDEXING/EXAMPLES
AN=	AN	Clearinghouse Number Phrase S AN=IR514912
None	AZ	DIALOG Accession Number
AU=	AU	Author Phrase S AU=REIDER, WILLIAM?
AV=	AV	Availability Word S AV=(EDRS(W)PRICE)
CH=	AN	Clearinghouse Code Phrase S CH=SE
CN=	CN	Contract/Grant Number-4 Phrase S CN=NIE-G-83-0005
CP=	CP	Country of Publication-4,5 Phrase S CP=U.S.
CS=	CS	Corporate Source-4 Word S CS=(MULTICULTURAL(F)AUSTRALIA)
DT=	DT	Document Type Phrase S DT=080 S DT=PROJECT DESCRIPTION
None	FN	File Name
GL=	GL	Government Level-4,5 Phrase S GL=STATE
JA=	JA	Journal Announcement-6 Phrase S JA=CIJMAY86
JN=	JN	Journal Name Phrase S JN=READING HORIZONS
LA=	LA	Language-5 Phrase S LA=GERMAN
PN=	PN	Bureau/Project Number-4 Phrase S PN=BR-6-0375B
PY=	PY	Publication Year Phrase S PY=1986
RN=	RN	Report Number-4 Phrase S RN=CBR-85-2
None	SO	Source Information-7
SP=	SP	Sponsoring Agency-4 Word S SP=(NORTHWEST(2W)LAB?)
TA=	TA	Target Audience-8 Phrase S TA=PRACTITIONERS
UD=	None	Update-9 Phrase S UD=9999
ZZ=	None	Rotated Descriptors Phrase (Select from EXPAND display)

NOTES:

1-Also /DE*, /DF, /DF*.
2-Also /ID*, /IF, /IF*.
3-Beginning in May 1985 online; present for all years ondisc.
4-RIE records only.
5-For records from 1979 to the present.
6-From 1969 to the present for RIE records; from March 1979 to the present for CIJE records.
7-Varies according to Document Type.
8-Present in CIJE records from 1984 forward and from 1975 forward for RIE records.
9-Not available in DIALOG OnDisc ERIC version.
10-For records from 1971 forward.

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LIMIT1 : ERIC

Sets and terms may be limited by Basic Index suffixes, i.e., /AB, /DE, /DE*, /DF, /DF*, /ID, /ID*, /IF, /IF*, /NT, /TI (e.g., S S3/DE).

None	Publication Year	
	S S1/1986	
None	Accession Numbers (RIE Subfile)-9	
	S S3/ED260173-ED999999	
None	Accession Numbers (CIJE Subfile)-9	
	S S5/EJ323037-EJ999999	
/ED	RIE Subfile	
	S S5/ED	
/EJ	CIJE Subfile	
	S S3/EJ	
/MAJ	Major Descriptor or Identifier	
	S S7/MAJ	
/MIN	Minor Descriptor or Identifier	
	S S9/MIN	

ACCESSION NUMBER RANGES

YR	ED#'S	EJ#'S
Pre-66	ED002747-ED003960	
1966	ED010000-ED010093	
1967	ED010094-ED012348	
1968	ED012349-ED021151	
1969	ED021152-ED031604	EJ000001-EJ011707
1970	ED031605-ED042060	EJ011708-EJ027599
1971	ED042061-ED054390	EJ027600-EJ062751
1972	ED054391-ED066620	EJ062752-EJ082164
1973	ED066621-ED080787	EJ045272-EJ082164
1974	ED080788-ED095253	EJ082165-EJ101872
1975	ED095254-ED110594	EJ101873-EJ121926
1976	ED110595-ED127413	EJ121927-EJ142252
1977	ED127414-ED142684	EJ142253-EJ163351
1978	ED142685-ED157987	EJ163352-EJ186217
1979	ED157988-ED174743	EJ186218-EJ186218
1980	ED174744-ED190736	EJ207485-EJ229235
1981	ED190737-ED205670	EJ229236-EJ250663
1982	ED205671-ED219495	EJ250664-EJ267876
1983	ED219496-ED233122	EJ267877-EJ286200
1984	ED233123-ED247369	EJ286201-EJ305036
1985	ED247370-ED260172	EJ305037-EJ323036
1986	ED260173-ED272646	EJ323037-EJ340802
1987	ED272647-ED284955	EJ340803-EJ358804
1988	ED284956-ED297084	EJ358805-EJ375771
1989	ED297085-ED309233	EJ375772-EJ394599
1990	ED309234-ED999999	EJ394600-EJ999999

Rates for File1 -- ERIC _ 66-91/JAN.

Cost per minute:	$0.50
ALERT (default)	$4.95
ALERT (Monthly)	$4.95

Format	Types	Prints
1	$0.00	$0.01
2	$0.10	$0.15
3	$0.10	$0.15
4	$0.10	$0.15
5	$0.10	$0.15
6	$0.00	$0.06
7	$0.10	$0.15
8	$0.00	$0.08
9	$0.25	$0.45

SilverPlatter Information
One Newton Executive Park
Newton Lower Falls, MA
02162-1449 U.S.A.
800-343-0064

April, 1991

Dear ERIC Service Provider,

SilverPlatter Information is pleased to announce the availability of the **ERIC** thesaurus on CD-ROM. The **ERIC** thesaurus enhances **SilverPlatter's** existing **ERIC**, providing you with a comprehensive database covering journal and technical literature in education from 1966-present. And, to make your searching easier, we have compressed the ERIC database, turning the original set of three discs into a more convenient two-disc set.

The new **ERIC** thesaurus allows you to...

- browse through the permuted list of terms
- select single or multiple terms for searching
- view term details such as a scope note and Used For, Broader, Narrower and Related terms
- "explode" a term with a single keystroke, selecting it and its narrower terms for use in a search

ERIC, the Educational Resources Information Center database, is recognized as the leading database covering education literature. **SilverPlatter's ERIC** on CD-ROM offers an invaluable research and teaching tool to those with a need for educational information.

Plus, **SilverPlatter's** search and retrieval software provides faculty and students with a user-friendly environment in which to conduct their research.

*Now until June 30, 1991, you can save 10% on any **ERIC** package.*

With **ERIC on SilverPlatter**, you have your choice of a current disc with quarterly or annual updates or a complete Starter Set covering 1966-present which includes quarterly updates and the archival disc.

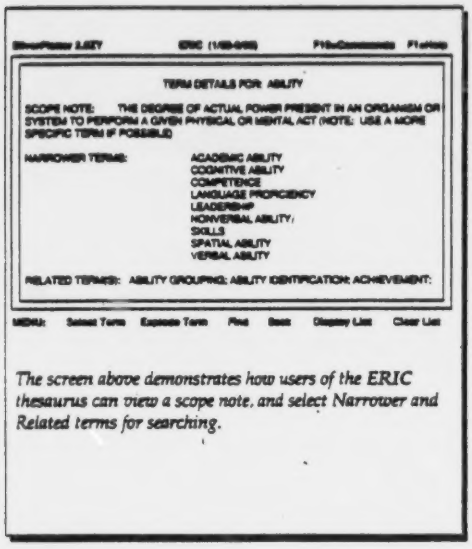
*Or, if you prefer, try **ERIC** on CD-ROM with thesaurus free for 30 days.*

Sincerely,

SilverPlatter Sales Department

P.S. To order, simply fill out the enclosed reply card or call SilverPlatter at (800)-343-0064.

Introducing the ERIC thesaurus on SilverPlatter


TERM DETAILS FOR: ABILITY

SCOPE NOTE: THE DEGREE OF ACTUAL POWER PRESENT IN AN ORGANISM OR SYSTEM TO PERFORM A GIVEN PHYSICAL OR MENTAL ACT (NOTE: USE A MORE SPECIFIC TERM IF POSSIBLE)

NARROWER TERMS:
ACADEMIC ABILITY
COGNITIVE ABILITY
COMPETENCE
LANGUAGE PROFICIENCY
LEADERSHIP
NONVERBAL ABILITY
SKILLS
SPATIAL ABILITY
VERBAL ABILITY

RELATED TERMS: ABILITY GROUPING; ABILITY IDENTIFICATION; ACHIEVEMENT;

MENU: Select Term Explode Term Find Back Display List Clear List

The screen above demonstrates how users of the ERIC thesaurus can view a scope note, and select Narrower and Related terms for searching.

Increased Efficiency

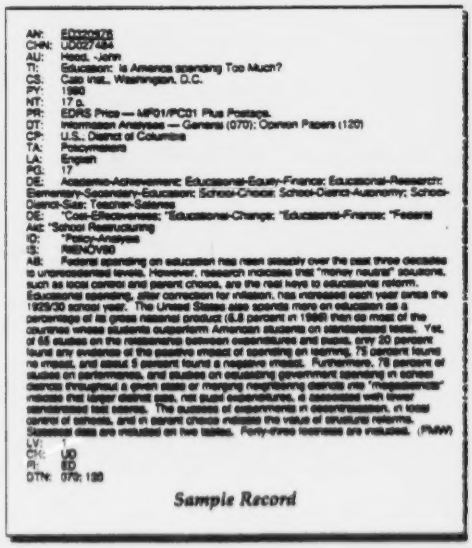
College and university libraries and school systems find **ERIC on SilverPlatter** a powerful research and teaching tool. The addition of the **ERIC** thesaurus to **SilverPlatter's** existing **ERIC on SilverPlatter** creates an environment in which users can markedly increase their research effectiveness. With the new features users can now:

- browse through the permuted list of terms
- select single or multiple terms for searching
- view term details such as a scope note and Used For, Broader, Narrower and Related terms
- "explode" a term with a single keystroke, selecting it and its narrower terms for use in a search

Easy Access

SilverPlatter's search software allows users of any level easy access to **ERIC on SilverPlatter.** And, because our software is the same for over 60 titles, users can search such prestigious databases as **PsycLIT, sociofile,** and **PAIS** while learning only one interface. **SilverPlatter's** search and retrieval software:

- allows you to combine concepts with Boolean operators (i.e. AND, OR, and NOT)
- provides online HELP screens explaining searching strategies
- includes online database GUIDE screens describing database features
- offers toll-free telephone support in the U.S., Canada, the U.K. and Germany


AN: ED320478
CHN: UD027484
AU: Head, John
TI: Education: Is America spending Too Much?
CS: Cato Inst., Washington, D.C.
PY: 1990
NT: 17 p.
PR: EDRS Price — MF01/PC01 Plus Postage.
DT: Information Analyses — General (070); Opinion Papers (120)
DA: U.S., District of Columbia
TA: Policymakers
LA: English
PG: 17
DE: Academic Achievement; Educational Equity (Finance); Educational Research; Elementary Secondary Education; School Choice; School District Autonomy; School District Size; Teacher Salaries
DE: "Cost Effectiveness; "Educational Change; "Educational Finance; "Federal Aid; "School Restructuring
ID: "Policy Analysis
IS: RIENOV90
AB: Federal spending on education has risen steadily over the past three decades to unprecedented levels. However, research indicates that "money reforms" solutions, such as local control and parent choice, are the real keys to educational reform. Educational spending, after correction for inflation, has increased each year since the 1929/30 school year. The United States also spends more on education as a percentage of its gross national product (5.8 percent in 1988) than do most of the countries whose students outperform American students on standardized tests. Yet, of 65 studies on the relationship between expenditures and pupils, only 20 percent found any evidence of the positive impact of spending on learning, 75 percent found no impact, and about 5 percent found a negative impact. Furthermore, 78 percent of studies on performance, and studies on educating government spending in school districts throughout a given state or merging neighboring districts into "megadistricts" indicate that larger district size, not pupil expenditures, is associated with lower reimbursed test scores. The success of experiments in decentralization, in local control of schools, and in parent choice indicate the value of structural reforms. Statistical data are included on two tables. Forty-three footnotes are included. (FMW)
LV: 1
CH: UD
RI: ED
DTN: 070; 120

Sample Record

Here's how to order ERIC on SilverPlatter...

☐ **I want to order today and take advantage of the special 10% discount! My purchase order is enclosed.**
- ☐ Current Disc and Quarterly Updates, Was $650, Now $585
- ☐ Current Disc and Annual Updates, Was $390, Now $350
- ☐ Starter Set: Quarterly Updates and Archival Disc, Was $1200, NOW $1,080

☐ **Please send me a free thirty day trial.**

☐ **I'm not sure. Please send me more information.**

Order today! Call SilverPlatter at 1-800-343-0064

Name _____

Title _____

Company _____

Address _____

City _____ *State* _____ *Zip* _____

Phone (necessary for thirty day trial) _____

1474

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SA-68

[redacted]

SilverPlatter®

FOR IMMEDIATE RELEASE April 18, 1991
CONTACT: MARION WILLIAMS /800-343-0064

SilverPlatter Announces Release of PC SPIRS Update

SilverPlatter Information announced today that it has released its latest update to the SilverPlatter Information Retrieval System. Version 2.0 was sent to the over 6,500 subscription sites who use PC SPIRS.

Version 2.0 of SPIRS has several enhanced features which gives users more flexible options for searching. These features include:

Saving search strategies for use in later search sessions — eliminating the need to reconstruct search statements;

Pertinent on-disc HELP which is more direct and faster because the HELP system has been completely rewritten. Help is now available at any point in the search;

Selecting records for printing and downloading is now done by simply marking records while viewing them during SHOW;

Changing parameters for showing, printing, and downloading records is easier due to a redesigned OPTIONS feature;

Installation of updates is now faster as users will no longer have to completely reinstall SilverPlatter's software.

Version 2.0 also includes DOS Access, allowing it to run on a greater variety of network configurations. With DOS Access, SPIRS communicates with MSCDEX, which acts as a traffic coordinator for simultaneous drive requests. Now, running SPIRS on a network is limited only by the inability of a network operating system to work with MSCDEX.

For more information, contact SilverPlatter at 1-800-343-0064

1475

SilverPlatter Information, Inc.
One Newton Executive Park, Newton Lower Falls, MA 02162-1449, U.S.A. • TEL: 617-969-2332 • FAX: 617-969-5554
10 Barley Mow Passage, Chiswick, London, W4 4PH, England • TEL: 81-995-8242 • FAX: 81-995-5159

[redacted]

SilverPlatter®

Dear Subscriber:

Enclosed is a tutorial on diskette. The tutorial is no longer available on the CD with the release of SPIRS Version 2.0.

This tutorial can be installed at any workstation. It does **NOT** require a CD drive or the CD. Please follow the enclosed instructions for running the tutorial on either a hard disk or a floppy disk system.

Please note that the tutorial is in the Version 1.6 format. We are in the process of converting the tutorials for several databases into the Version 2.0 format, and expect to complete the tutorial conversion by the end of May.

If you have any questions or comments about this or any other aspect of SilverPlatter's product line, please contact your local distributor or the appropriate support department listed below.

U.S.			*Europe*		
1-800-343-0064	•	U.S. and Canada	0-800-282-133	•	United Kingdom
1-617-969-2332	•		01-30-81-0898	•	West Germany
			081-995-8242	•	Europe

Sincerely,

SilverPlatter Information

maj-000-910215

SilverPlatter Information, Inc.
One Newton Executive Park, Newton Lower Falls, MA 02162-1449, U.S.A. • TEL: 617-969-2332 • FAX: 617-969-5554
10 Barley Mow Passage, Chiswick, London, W4 4PH, England • TEL: 81-995-8242 • FAX: 81-995-5159

[redacted]

SilverPlatter®

INSTALLING THE SILVERPLATTER ERIC TUTORIAL

This standalone version of the Eric Tutorial can be run on any MS-DOS computer. A CD-ROM drive is no longer necessary. This sheet contains instructions for using the tutorial with hard disk and floppy diskette systems.

INSTALLING ON HARD DISK SYSTEMS

You may install the Eric Tutorial on as many workstations as you like. We recommend that you install the tutorial in the following manner:

- Create a new subdirectory called **eric**.
- Copy the files from your SilverPlatter Eric Tutorial diskette to the new subdirectory.

1. Make sure you are at the root directory of your hard disk and the DOS prompt (C:\>) is displayed. To create the new subdirectory type:

```
cd\ [RETURN]

md eric [RETURN]
```

2. Change to the new subdirectory. At the DOS prompt (C:\>) type:

```
cd eric [RETURN]
```

3. Insert the floppy diskette labelled "SilverPlatter Eric Tutorial" into drive A:.

4. Copy all the files on the diskette to your hard disk. Type:

```
copy a:*.* [RETURN]
```

RUNNING ON HARD DISK SYSTEMS

If the SilverPlatter Eric Tutorial has been installed on your hard disk as described above, run the tutorial program as follows:

1. From the root directory change to the **eric** subdirectory. Type:

```
cd eric [RETURN]
```

2. Start the tutorial. Type:

```
eric [RETURN]
```

(continued)

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USING A BATCH FILE ON HARD DISK SYSTEMS

Using a file called **eric.bat** lets you start the Eric Tutorial directly from the root directory of your hard disk. To create a **eric.bat** file, use a text editor (including the DOS editor EDLIN) or a word processor to enter the following lines:

```
echo off
cls
cd\eric
eric
cls
cd\
```

If you use a word processor, be sure to create and save the file as an unformatted ASCII text file. To start the Eric Tutorial after this file is created, type `eric` at the DOS prompt (C:>).

RUNNING ON FLOPPY DISKETTE SYSTEMS

There is no special installation procedure for running the tutorial on a workstation that has no hard drive, however, before running the SilverPlatter Eric Tutorial for the first time, you should make a backup copy of the diskette labelled "SilverPlatter Eric Tutorial." As with all software, you should run the tutorial from the backup diskette. You may make as many copies of the Eric Tutorial as you like, for use on more than one workstation. To make a backup copy:

1. Make sure you are logged on to drive A: and the DOS prompt (A:>) is displayed. Place the SilverPlatter Eric Tutorial diskette in drive A: and a blank formatted diskette in drive B:.

2. Use the DOS COPY command to copy all the files on the SilverPlatter Eric Tutorial diskette to the blank, formatted diskette. Type:

```
copy a:*.* b: [RETURN]
```

If the workstation has only one floppy drive, put the Eric Tutorial diskette in the drive and type:

```
diskcopy a: a: [RETURN]
```

The computer will tell you when to remove the tutorial diskette from the drive and insert the blank formatted diskette.

Run the SilverPlatter Eric Tutorial from the backup diskette. While you can run the program from any floppy drive, the following instructions assume you are using drive A:.

1. Place the backup copy of your tutorial diskette in drive A:.

2. At the DOS prompt (A:>) start the tutorial. Type:

```
eric [RETURN]
```

Sample Record

AN: ED289487
CHN: IR012954
AU: Ellington,-Henry
TI: A Guide to the Use of Individualised Learning Techniques. Teaching and Learning in Higher Education, 4.
CS: Scottish Central Institutions Committee for Educational Development.
SP: Robert Gordon's Inst. of Technology, Aberdeen (Scotland).
PY: 1984
NT: 16 p.; For related guides, see IR 012 951-955, IR 012 957.
PR: EDRS Price - MF01/PC01 Plus Postage.
DT: Guides - Non-classroom (055); Reports - Evaluative (142)
CP: United-Kingdom; Scotland
TA: Practitioners
LA: English
PG: 16
DE: Conventional-Instruction; Distance-Education; Foreign-Countries; Independent-Study; Open-Education; Postsecondary-Education; Remedial-Instruction; Student-Projects; Study-Guides
DE: *Audiovisual-Aids; *Autoinstructional-Aids; *Computer-Assisted-Instruction; *Individualized-Instruction; *Programed-Instruction
ID: Keller-Plan
IS: RIEMAY86
AB: This booklet is the second of three sequels to "A Guide to the Selection of Instructional Methods." Following a brief introduction, the characteristics, strengths, and weaknesses of five individualized learning techniques are examined: (1) directed study of material in textbooks; (2) study of specially-prepared hand-out notes or programmed texts; (3) self-instruction via audiovisual media; (4) computer-based learning; and (5) individual practical, studio, or project work. Contexts in which individualized learning can be used are then discussed, including its role in conventional "taught" courses, in personalized systems of instruction such as the Keller Plan, in flexible- and open-learning systems, in distance learning systems, and in equalization and remedial work. An annotated list of six items recommended for further reading is included. (MES)
LV: 1
CH: IR
FI: ED
DTN: 055; 142

SilverPlatter Search Basics

FINDing records

1. Press [F2] FIND to display the Find prompt.
2. Type a word or phrase and press [Enter].

SHOWing (displaying) records

- Press [F4] SHOW to display the first record.

PRINTing records

1. Press [F6] PRINT to display the Print menu.
2. Press [Enter] (accepts default settings).

Search Operators

OR computer simulation or instruction

Retrieves records containing either *computer simulation*, *instruction*, or both.

AND computer simulation and instruction

Retrieves records containing both *computer simulation* and *instruction*.

WITH computer simulation with instruction

Retrieves records that contain both *computer simulation* and *instruction* in the same field.

NEAR computer simulation near instruction

Retrieves records that contain both *computer simulation* and *instruction* in the same sentence.

IN computer-simulation in de

Retrieves records that contain *computer-simulation* in the Descriptor (DE) field.

Truncation

Truncate a root or term with an asterisk to retrieve all variants:

adolesc*

Retrieves *adolescent*, *adolescents*, *adolescence*, etc.

DC-002 500

SilverPlatter*
Quick Reference Card
ERIC®

ERIC on SilverPlatter consists of the Resources in Education (RIE) file of document citations and the Current Index to Journals in Education (CIJE) file of journal article citations from over 750 professional journals.

ERIC Fields

Abbreviation	Field Name
AB	Abstract
AU	Personal Author
AV	Availability*
CS	Institution Name (Corporate Source)
DE	Descriptors (All)
DEM	Major Descriptors
DER	Minor Descriptors
DT	Document Type
ID	Identifiers (All)
IDM	Major Identifiers
IDR	Minor Identifiers
IS	Issue of Abstract Journal*
JN	Journal Citation
NT	Descriptive Note
PR	EDRS Price*
SP	Sponsoring Agency
TI	Title

**The AV, IS, and PR fields are unsearchable.*

Limit Fields

Always search with field abbreviations:

french in la or la=french

Abbreviation	Field Name
AN	Accession Number
CH	Clearinghouse
CHN	Clearinghouse Number
CN	Contract / Grant Number(s)
CP	Geographic Source (Country of Publication)
DTN	Document Type Number
FI	Source File (ED or EJ)
GL	Governmental Level
LA	Language
LV	Level of Availability
PG	Pagination
PY	Publication Year
RN	Report Number
TA	Target Audience

The citation (citn) includes the AN, AU, TI, CS, PY, JN, NT, PR, and AV fields.

BEST COPY AVAILABLE

Search Techniques

Define your search topic by identifying the important words and related terms for each concept. For example, to find records about materials for practitioners on the use of audiovisual aids in individualized instruction, identify the individual concepts that comprise your topic, in this case: *audiovisual aids, individualized instruction,* and *practitioners.*

There are many ways to conduct such a search. Some are Searching Free Text, Searching the Index, and Searching the Thesaurus. Examples are shown below and to the right.

Searching Free Text

1. Press [F2] FIND to display the Find prompt.
2. Search for the first two concepts by typing audiovisual aids and individualized instruction and pressing [Enter].
3. Search for the third concept by typing and practitioners in ta and pressing [Enter]. Beginning a search request with an operator (AND) combines the search with the previous search request. Searching for *practitioners* in the Target Audience (TA) field retrieves only records written for this particular audience.
4. Press [F4] SHOW to display the first record.

Searching Directly from the Index

1. Press [F5] INDEX to display the Index prompt.
2. Search for the first concept by typing audiovisual aids and pressing [Enter]. The Index will be displayed with the blinking cursor on the term *AUDIOVISUAL-AIDS.*
3. Press [S] Select Terms to select the term.
4. Press [F] Find to search for the term.
5. Repeat steps 1 and 2 to display the term *INDIVIDUALIZED.*
6. Press the [↓] key to move the cursor to the term *INDIVIDUALIZED-EDUCATION-PLAN* and press [S] Select Terms to select the term.
7. Press the [PgDn] and [↓] keys to move the cursor to the term *INDIVIDUALIZED-INSTRUCTION* and press [S] Select Terms to select the term.
8. Press [F] Find to search for records containing the selected terms. SPIRS will automatically combine the terms with the OR operator.
9. Combine the results of both Index searches with each other and with the third concept by typing #1 and #4 and practitioners in ta and pressing [Enter]. Use practitioners in ta to limit the results of the Index searches to a particular Target Audience.

Searching from the Thesaurus

Use the online Thesaurus to find a synonym or a more precise term for your search. With the Thesaurus, you can make your search narrower or broader by identifying other aspects of your search term. For example:

1. Press [F9] THESAURUS to display the Thesaurus prompt.
2. Type the term individualized instruction and press [Enter] to display the List of Permuted Terms.
3. Use the [PgUp] and [↑] keys to move the cursor to the term *AUDIOVISUAL INSTRUCTION.* Press [T] Term Details to display Scope Notes, Used For notes, Broader Terms, Narrower Terms, and Related Terms that may be available for your term.
4. Press [S] Select Term to select the term. SPIRS will put the term in a list of search terms and the cursor will move to the next term.
5. Use the [↓] key to move the cursor to the term *AUDIOVISUAL AIDS.* Press [T] Term Details to see Term Details for your term.
6. Press [E] Explode Term to select the term *AUDIOVISUAL AIDS* for explosion. Exploding a term automatically combines the term and all its narrower (more specific) terms with the OR operator.
7. Press [F] Find to retrieve records. SPIRS automatically combines the two searches with the OR operator.
8. You can refine your search by combining results with a field search by typing and py=1984 and practitioners in ta.
9. Press [F4] SHOW to display the first record.

Using the List of Permuted Terms

The List of Permuted Terms may contain duplicate subject headings with similar cross references. Consider each listing carefully when choosing terms to select and to search. For example, the term *adult education programs* has two cross-references:

ADULT EDUCATION PROGRAMS use ADULT PROGRAMS
ADULT EDUCATION PROGRAMS use ADULT INSTRUCTION

Select both terms for searching if each term is relevant to your search.

To search for terms from the List of Permuted Terms:

1. Position the cursor on each term and press [S] Select Term to choose each term. Press [F] Find to search for records. SPIRS will automatically combine both terms with the OR operator. This search will retrieve all records containing either of the search terms.
2. To limit your results and retrieve records that contain both terms, combine the search terms with the AND operator at the Find prompt by typing #x and #y, where x and y equal the search statement numbers, and pressing [Enter].

Subject Searching

Descriptors — DE

Descriptors are controlled vocabulary terms or subject headings from the *Thesaurus of ERIC Descriptors* that are used to group documents on similar topics. Each ERIC record contains Major (DEM) and Minor (DER) Descriptors. Although you can search for Major and Minor Descriptors separately, both are displayed in the Descriptor (DE) field.

Major Descriptors denote primary topics and are preceded by an asterisk (*). Minor Descriptors denote secondary topics.

For efficient searching, "bind" the search terms with hyphens.

To search for a term in the Major Descriptor field only, type:
autoinstructional-aids in dem

To search for a term in the Minor Descriptor field only, type:
open-education in der

To search for a term in both Descriptor fields, type:
individualized-instruction in de

Identifiers — ID

Identifiers retrieve highly specific subjects dealt with by a document. As with Descriptors, there are Major (IDM) and Minor (IDR) Identifiers. Each record may contain one or two Identifier fields labeled ID. As with Descriptors, Major Identifiers are preceded with an asterisk when displayed.

To search for a term in the Major Identifier field only, type:
interactive-systems in idm

To search for a term in the Minor Identifier field only, type:
keller-plan in idr

To search for a term in both Identifier fields, type:
network-based-learning-systems in id

Specialized Limit Fields

Clearinghouse — CH

ERIC is a network of 16 Clearinghouses, each responsible for collecting the literature in its own subject area. Each Clearinghouse is identified by a two-letter code. See the GUIDE [F3] for a list of the codes.

ir in ch or chair

Target Audience — TA

Since 1984, this field describes the intended audience for the document. Searching this field automatically retrieves post-1983 material. See the GUIDE [F3] for a list of the audience labels.

practitioners in ta or ta=practitioners

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[redacted]

SilverPlatter®

FOR IMMEDIATE RELEASE May 30, 1991
CONTACT: MARION WILLIAMS /800-343-0064

Media and Methods Magazine Selects ERIC on MacSPIRS for 1991 Awards Portfolio

Newton Lower Falls, MA -- As part of their 1991 Awards Portfolio, *Media and Methods* magazine has honored SilverPlatter's ERIC database on MacSPIRS (SilverPlatter's Information Retrieval System for the Macintosh) for Excellence in Education. ERIC on SilverPlatter was selected from hundreds of entries which were judged by individuals who work directly with instructional material -- teachers, instructional media specialists, librarians, and computer lab coordinators.

The criteria for the awards' selections included clarity of educational objective, range of methods and strategies, quality of graphics and documentation, flexibility of curricular uses, extent of support materials, degree of interest level, and special strengths and weaknesses.

ERIC on SilverPlatter is a bibliographic database covering journals and technical literature in the field of education. It is compiled by the ERIC Processing and Reference Facility, and consists of Resources in Education, which is the fugitive document literature, and Current Index to Journals in Education, which covers the published journal literature from over 775 periodicals. ERIC is available for both the PC and the Macintosh.

MacSPIRS is SilverPlatter's Information Retrieval System for the Macintosh which combines the friendly interface of the Macintosh with the vast amount of information on CD-ROM, making research easier than ever.

As one of the first providers of information on CD-ROM, SilverPlatter has a distinguished reputation for providing quality CD-ROM products and excellent service to the customers we serve. With over 60 titles available on compact disc, SilverPlatter remains the leader in bringing people and information together.

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[redacted]

SilverPlatter®

FOR IMMEDIATE RELEASE June 30, 1991
CONTACT: SilverPlatter / Marion Williams / 800-343-0064
OCLC / Andrea Keyhani / 614-764-6174

SilverPlatter and OCLC Form Strategic Alliance

Newton Lower Falls, MA — SilverPlatter Information, Inc. and OCLC Online Computer Library Center have formed a strategic alliance in which SilverPlatter will produce, market, and distribute SilverPlatter's compact disc database products as replacements for most of OCLC's Search CD450 compact disc database products. As part of the agreement, OCLC and SilverPlatter will explore the development of an online link between the EPIC service and SilverPlatter's CD-ROM database products that have counterparts on the EPIC service. Also being explored is the development of connections to OCLC's Interlibrary Loan (ILL) and document ordering systems.

"Through this agreement, OCLC compact disc users will have access to a common interface shared by a multitude of databases," according to John Hearty, OCLC Director of Reference Services. "And in the near future, SilverPlatter users may be linked to the most recent information through online connections to the EPIC databases and access to OCLC's ILL and document ordering systems," he said. "We believe this is a positive first step in establishing a complete electronic reference library for both OCLC and SilverPlatter users."

Susan Bergman, Vice President of SilverPlatter's Academic Publishing Division, notes that "the alliance with OCLC furthers SilverPlatter's commitment to provide a wide array of quality reference products for the library community, and to explore the potential for more integrated electronic reference services. We are very pleased to be able to work cooperatively with an organization which is so key to library services."

SilverPlatter, a leader in the CD-ROM field, currently provides, among its 60 databases, five that are in OCLC's Search CD450 series — ERIC, GPO Monthly Catalog, AGRICOLA, Current Research Information System (CRIS), and National Technical Information

(more)

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[redacted]

SilverPlatter®

July 10, 1991

Ted Brandhorst
Director
ERIC Processing & Reference Facility
2440 Research Blvd., Suite 400
Rockville, MD 20850-3238

Dear Ted:

I am writing to let you know about a very exciting event for SilverPlatter.

At the recent American Library Association conference in Atlanta, SilverPlatter and OCLC announced the formation of a strategic alliance. We believe that this alliance will not only benefit SilverPlatter, but also our information providers.

The alliance has two main ingredients. First, SilverPlatter will become the CD-ROM publisher for OCLC's bibliographic CD-ROM products. We will produce, market, and distribute SilverPlatter versions of OCLC's Search CD450 for existing OCLC subscribers and new customers. This part of the alliance will solidify the place of SilverPlatter products as the standard for CD-ROM databases in the library market, and will further establish your CD-ROM within that mainstream.

In addition, SilverPlatter and OCLC have agreed to explore the development of connections from SilverPlatter products to OCLC's online system. These connections may include a link from SilverPlatter products to the corresponding database offered by OCLC's online EPIC service, as well as a link to OCLC's interlibrary loan and document ordering systems. These links would enhance your CD-ROM by providing users easy access to documents referenced in your database and to more current data. I will keep you informed about developments in this area and will seek your input on these new features.

Perhaps most important, the alliance with OCLC is a step toward SilverPlatter's plans to develop the Electronic Reference Library, an integrated distribution platform for interactive electronic reference products.

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If you have any questions about this alliance, please give me a call. I hope you agree that this is a very positive event for both SilverPlatter and our information providers.

Sincerely,

Susan Bergman
Vice President
Academic Publishing Division

6565 Frantz Road Dublin, Ohio 43017-3395 (614) 764-6000 FAX (614) 764-6096

June 25, 1991

Dear Search CD450 Subscriber:

OCLC is pleased to announce a strategic alliance with SilverPlatter that will benefit all Search CD450 subscribers and OCLC members.

In the short term, OCLC will merge its Search CD450 compact disc products--with the exception of SchoolMatch and DiscLit--with SilverPlatter products. Search CD450 subscribers will have the opportunity to transfer their subscriptions to SilverPlatter, and receive the equivalent SilverPlatter discs and software at no additional cost. For their first renewal under SilverPlatter, Search CD450 subscribers who transfer will also be able to renew their subscriptions at the current OCLC prices.

In the long term, OCLC and SilverPlatter have plans to introduce an online link between CD-ROM and EPIC databases, as well as connections to OCLC's Interlibrary Loan and document ordering systems. The link to EPIC will give users the capability to search their compact discs without incurring connect hour charges, and then easily conduct an automatic online search of the most recent data not yet on compact disc. There will be links between all EPIC online databases for which there is a SilverPlatter or OCLC compact disc. SilverPlatter users will also be able to go online to search the OCLC Online Union Catalog on EPIC.

OCLC is committed to expanding reference services for libraries. The EPIC service for online access to multiple databases was introduced in January, 1990. We are about to introduce The FirstSearch Catalog, which provides affordable end-user access to online databases. This alliance with SilverPlatter will allow OCLC to focus on enhancing these online services, in accordance with our defined corporate strategic direction. OCLC also will continue CD-ROM production, concentrating on full text and special applications, such as DiscLit and SchoolMatch.

Many of you may already subscribe to one or more SilverPlatter products. SilverPlatter was one of the pioneers in developing CD-ROM products and specializes in CD-ROM databases. SilverPlatter currently offers 60 titles, covering a broad spectrum of subject areas, and continues to add new databases to its collection. At the same time, SilverPlatter continues to respond to its users' needs by developing networking solutions and frequent enhancements to its software.

OCLC Online Computer Library Center, Inc.

1971 Serving libraries online for twenty years. 1991

Surveys of CD-ROM users have shown that users would most like to see CD-ROM producers develop a common interface. Such an interface would allow users to access multiple CD-ROM products with no need to remember the commands unique to each product. This new alliance between OCLC and SilverPlatter will provide Search CD450 subscribers with access to more databases using SilverPlatter's standard interface.

Effects of this alliance on your Search CD450 subscription

1. Subscribers to Group A databases:

   ERIC
   GPO Monthly Catalog
   Agricola
   CRIS
   NTIS

   As you probably know, both OCLC and SilverPlatter offer the databases listed above. In early July, you will receive a letter offering you the option to transfer your subscription to SilverPlatter. If you select this option, you will receive the following at no additional cost:

   - SilverPlatter version of these databases
   - Complete SilverPlatter backfiles, if you currently subscribe to the OCLC backfiles (ERIC, Agricola, or NTIS)

     NOTE: In cases where SilverPlatter's backfiles are more comprehensive than OCLC's, you will receive all of SilverPlatter's backfiles
   - Regular SilverPlatter update discs for the duration of your subscription
   - Option to renew for an additional year at the current OCLC price
   - SilverPlatter documentation
   - Access to SilverPlatter's toll-free telephone support
   - SilverPlatter software, available for both Macintosh series and IBM PCs and compatibles

   To give you more time to make a decision, OCLC will produce one more update of each of the Group A databases. If you have not transferred your subscription to SilverPlatter, OCLC will again ask if you choose to do so at the time you receive your final update disc.

   It is important that you renew your subscription before it expires, if you plan to transfer and wish to qualify for the one-time OCLC renewal rates. Please contact OCLC if your subscription has just expired or is about to expire.

   Should you decide against this transfer, you have the option of cancelling your subscription. OCLC will prorate your subscription and send you a refund.

2. Subscribers to Group B databases:

Earth Sciences
Selected Water Resources Abstracts
Music Library
Computer Library
Education Library
Environment Library

As part of the strategic alliance, SilverPlatter will begin developing compact discs for the Group B databases. The conversion process will begin in July and will be completed by February 1, 1992, database by database. OCLC will continue to sell, renew, and produce regularly scheduled updates for each database until SilverPlatter is ready to produce it. At that point, OCLC will discontinue production.

As described in #1 above, subscribers to Group B databases will also have the option to transfer their subscriptions to SilverPlatter or to cancel their subscriptions and receive a prorated refund.

Just as with the Group A databases, if you subscribe to a Group B database and select the transfer option, you will receive your first renewal with SilverPlatter at the OCLC price. Depending on your renewal date, you could possibly receive up to 23 months of data at the OCLC price. If you plan to transfer and wish to renew at OCLC rates, it is important that you renew before your subscription expires. If it has just expired or is about to expire, please contact OCLC to ensure that you receive the OCLC rates.

Subscribers to Group B databases who transfer their subscriptions will also receive the complete SilverPlatter equivalent compact discs, software, and documentation, as well as access to SilverPlatter's toll-free telephone support.

Through this strategic alliance, OCLC and SilverPlatter hope to offer their users "the best of both worlds." OCLC compact disc users will have access to a common interface shared by a multitude of databases. SilverPlatter users will have links to the most recent information available only online as well as a connection to OCLC's ILL system and document ordering. With this alliance, OCLC and SilverPlatter are taking positive steps toward establishing a complete electronic reference library for all of our users.

Please watch for the letter in July that will offer you the option to transfer your OCLC Search CD450 subscription to SilverPlatter. In the meantime, if you have questions regarding this exciting new strategic alliance, please feel free to call me.

Sincerely,

John Hearty
Director, Reference Services Division

Enclosure

OCLC

6565 Frantz Road Dublin, Ohio 43017-3395 (614) 764-6000 FAX (614) 764-6096

Questions and Answers about OCLC/SilverPlatter Alliance

Why did OCLC decide to form this alliance?

OCLC believes that this alliance with SilverPlatter will benefit all Search CD450 subscribers and OCLC members. The alliance will allow OCLC to focus on enhancing The FirstSearch Catalog and EPIC online services, in accordance with our defined corporate strategic direction. It will also help SilverPlatter move toward its goal of establishing an electronic reference library. SilverPlatter specializes in CD-ROM databases, and currently offers 60 titles. Search CD450 subscribers will gain access to an interface shared by this multitude of SilverPlatter databases. In addition, links between the compact discs and the equivalent online databases will be established, with connections to Interlibrary Loan and document ordering in the near future.

Why did OCLC choose SilverPlatter as a CD-ROM publishing partner?

SilverPlatter is a prominent leader in the industry. SilverPlatter offers an extensive collection of related databases that share a common interface that has become a de facto industry standard because of its widespread use. Furthermore, the compatible strategic plans of the two organizations led OCLC to select SilverPlatter as the best choice for OCLC's subscribers and members.

What will happen to my Search CD450 subscription?

In July, you will receive a letter and reply card from OCLC, asking if you want to transfer your subscription to SilverPlatter. If you choose to transfer, OCLC will notify SilverPlatter, who will add you to their subscriber list. You will automatically begin receiving updates for your database from SilverPlatter. When you receive your new CD-ROM package from SilverPlatter, you will need to send back the OCLC CD in the self-addressed mailer.

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If I transfer to SilverPlatter, when can I expect to start receiving SilverPlatter discs?

If you subscribe to ERIC, GPO Monthly Catalog, NTIS, Agricola, or CRIS, OCLC will transfer your subscription to SilverPlatter as soon as you instruct us to do so via the reply card mentioned above. You should begin receiving SilverPlatter discs and software as soon as SilverPlatter processes your subscription (within 2-4 weeks after receipt of your card).

If you subscribe to SWRA, Earth Sciences, Music Library, Environment Library, Education Library, or Computer Library, you will start receiving SilverPlatter discs as soon as SilverPlatter begins to produce them. Production will take place over the next six months and will be completed before Feb. 1, 1992 for all databases.

Until SilverPlatter takes over production, subscribers to these databases will remain with OCLC, receiving regularly scheduled updates.

Is there a fee involved in transferring my subscription?

No. SilverPlatter will provide the CD-ROM product to which you have a subscription with OCLC for the duration of your OCLC subscription period at no additional cost.

Will I have to sign a new agreement with SilverPlatter?

No. You will receive a copy of the SilverPlatter license terms with the July letter. Please read it carefully. Each SilverPlatter package is shipped with a SilverPlatter tear and open agreement. By opening the package, you will agree to their terms.

What happens if I switch to SilverPlatter and then decide to cancel?

SilverPlatter offers a 30-day money-back guarantee. If you are not satisfied, return the CD-ROM package to SilverPlatter within 30 days for a refund for the remaining portion of your subscription period.

What happens if I decide to cancel now?

You will receive a prorated refund (based on the time remaining on your current subscription) from OCLC upon receipt of your reply card instructing OCLC to cancel your subscription.

InterEd Directory

MEMBERS:

AUSTRALIAN EDUCATION INDEX (AEI)
Australian Council for Educational Research (ACER)
Library & Information Services Unit
9 Frederick Street
Hawthorn, Victoria 3122
AUSTRALIA
Contact: Peter Mathews, Head
Telephone: (03) 819 1400
FAX: (03) 819 5502
E-Mail: ?
DialMail: ?
Telex: AA10722065
Cable: ?

BRITISH EDUCATION INDEX (BEI)
BEI Southern Clearinghouse
University of Southhampton, Hartley Library
Southhampton, S09 5NH
GREAT BRITAIN
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Telephone: 44 703 593337 (office)
44 794 22191 (home)
FAX: 44 703 593939
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DialMail: ?
Telex: ?
Cable: ?

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GREAT BRITAIN

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44 532 335524 (Sheffield)
FAX: 44 532 336017
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(JANET/BITNET)
DialMail: ?
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RC NEWSPAPER SLICKS

Foreign Languages in America? Gimme a Break!

LITTLE ELSE is more foreign to Americans than being able to use a foreign language. There are exceptions, of course.

The most notable exception is the Hispanic-American population. According to a recent report by Calvin Veltman, nearly 80 percent of this population of 13.5 million is bilingual. Why? It's a matter of prosperity. To do well in America, it's important to speak English.

A lot of the rest of us are lucky enough to be born speaking English, right? So what's the problem?

The problem is that, for Americans, knowing other languages, too, is a matter of prosperity. To do well in the *world*, Americans need to speak other languages.

America is no longer the isolated nation it was 100 years ago: No nation is. We know today what happens today in China, in France, and in Mexico. To do well in this shrinking world, Americans need to understand cultures, values, and languages that are very different from their own.

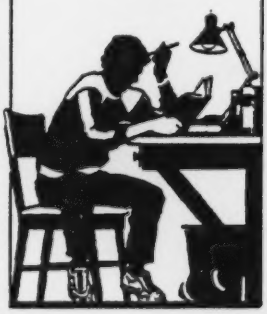
General Motors, for example, had a tough time selling its popular Chevrolet Nova in Latin America. That was because "No va!" in Spanish means "It doesn't go!" And Spanish is the second language most commonly taught in our schools and the most common second language spoken in our streets and homes.

Fortunately, interest in foreign languages is increasing. Some states have taken serious steps to make sure that all high schools (including small and rural high schools) offer foreign languages. And according to a 1987 survey, one-fifth of elementary schools offer some instruction in foreign languages. New technology (for example, courses delivered over satellite links) is also making instruction in Japanese and Russian more common. Instruction, however, needs to begin in the early grades, and it needs to be *continuously* available through high school.

Schools in the United States have had trouble sustaining foreign language programs. Parents and community members can do a lot to help. They can encourage their own children's interest in foreign languages. They can encourage schools to establish and keep foreign language programs. And finally, they can educate their neighbors about the reasons people need to speak other languages.

For more information, call the ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS) toll-free at 1-800/624-9120. We can help direct you to other resources. To find out more about the ERIC system and its varied units and services, call ACCESS ERIC at 1-800/USE-ERIC. Staff of ERIC/CRESS prepared this article, based on information in the ERIC database.

Learning to Read Well: Some Simple Facts



THOSE OF US who can read take our skill for granted. For us, reading is as easy as talking or breathing. Many of us can vaguely remember that learning to read was no easy chore.

But chances are, we've forgotten all the little struggles we had to wage to get where we could actually hear those little printed words in our heads! This forgetfulness makes it difficult for parents to sympathize with young readers, or for adults who can read to sympathize much with those who can't. Luckily, there are people who study reading, so even as adults we can begin to understand the mysterious process of learning to read.

Here are some simple facts about reading. Keep them in mind. They may help you help someone you care about learn to read:

- 5,000 words account for 90 percent of the words we read;
- 94 percent of all words appear less than 10 times per million words;
- people who know sounds and letters tend to do better when they start learning to read;
- but—just teaching the alphabet doesn't give students a noticeable advantage in learning to read;
- many children get over 1,000 hours of contact with reading and writing *before they enter school;* and
- students without such experience do better with their reading if they use "invented" spelling (rather than correct spelling) when they begin to write.

Other facts let us know that a good start in reading is very important. For example, 40 percent of poor readers in the fourth grade would rather clean their rooms than read! These children will overcome their bad start only with the help of someone who cares.

The message is simple: Learning to read takes *a lot of low-pressure experience* with the written word. This includes being read to by someone else and talking about sounds, letters, words, and writing with someone who likes to read. It also includes things like telling stories and having someone else write them down. And, of course, it includes plenty of reading. Naturally, the best reading materials are those that seem to interest the beginning reader.

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I Don't Have Time to Read—Honest!

AN AMAZING thing happens to children: They grow into adulthood. In the time of greatest change, teenagers can look like adults and act like children (and vice versa). The transformation is wonderful and, at times, frightening.

The unpredictable behavior of adolescence can weaken the relationship between parent and child. That's too bad, because the process of leading into adulthood is what the word "education" originally meant (in Latin). If we abandon teenagers to their own devices, we abandon their education.

Take reading. In childhood, the stress is to learn to read. When our children do learn, we are apt to sigh in relief. School success is clearly a lot easier when a child reads well. Later, however, we take less interest in our teenagers' reading habits. Perhaps we think, "Let them relax and watch TV or gab on the phone."

When that happens, we've lost it. Because reading isn't some kind of chore, and teenagers don't need to get the message that it is. Reading with a purpose is part of the adult role. The idea of purpose is a bit complicated, but it means that the adult has some reason—some motive that he or she is aware of—for reading. There are about as many motives as there are adults, so "motivation" is not really a problem.

One thing teachers and parents can do is to help teenagers discover those motives. Obviously, that can happen only when adults who read actively share experiences, views, and information with the teenagers they care about. Teenagers seek role models, and both parents and teachers are near at hand for this purpose—so becoming a role model is not really so difficult.

Some of the motives that have meaning for teenagers include knowledge about personal relationships and getting insights into one's own identity. They include reading that helps a person develop opinions and values or understand current events. More practical motives include investigating career options, expanding knowledge of a hobby or special interest, or becoming a more shrewd shopper.

When people who care about them read and share the importance of reading, then teenagers learn not just *how* to read, but they learn *what reading is for*.

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Helping Your Children Put Divorce Behind Them

THE SHARP rise in divorce rates alarmed the nation during the 1970s and early 1980s. Some researchers predicted that *half* of all children would spend part of their childhoods in single-parent homes. Others reported that children from single-parent homes had more problems in school. People worried that growing up in a single-parent home was risky business.

New studies, however, show little or no difference in the school achievement of children from similar backgrounds in one-parent and two-parent families. "From similar backgrounds" is the key phrase. The early studies failed to look at single-parent upbringing within a given income bracket.

Recent studies, however, do show divorce to be a traumatic event for children. But they also show that most children adjust well enough, after a time. Communication, warmth, and structure from adults are the things that build a strong family. And that applies to both single-parent and two-parent families.

What can you do about school if your family must deal with divorce? You can help make sure that school is a source of help. During the first weeks, let your children's teachers know about the crisis in your family. Teachers, too, can provide warmth and structure, and some extra words of encouragement. Don't forget, many teachers may have gone through divorce themselves! Schools may also put you in touch with support or counseling groups. Teachers can recommend insightful library books for you and your children.

Expect the adjustment to take up to two years. Stay in touch with teachers and school counselors for that long—until everyone feels resettled and secure in the new family arrangement. Once things settle down, expect your children to do just as well as those from two-parent families. Make sure that school people share your view.

Also, be sure to take part in as many school events as your schedule allows. That will show something to two groups: your children and their teachers. Taking part shows that you consider schooling *so important* that you save time for it in your obviously busy schedule.

Finally, remember this: Your child lives in a family that is a lot like many other families today. There is every reason to be optimistic about the outcome.

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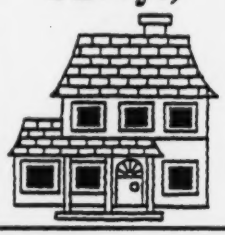
Are the Children Home Alone? (Don't Worry, Be Savvy!)



TODAY, even in two-parent families, both parents often work. As a result, many children routinely spend time at home without adult supervision. Moreover, single parents have long faced the challenge of working *and* caring for young children alone.

Easy answers don't exist. After-school daycare is hard to find. (It's almost *impossible* to find in most rural areas.) When it is available, it is very expensive. This means that most of us really have no alternative but to be away from our children at times when they might need us.

Some reports refer to children's "self-care." This term interprets parents' necessary absence from the home (at work) as a choice. Obviously, it usually isn't a choice, and self-care is sometimes not a good alternative.

On the other hand, many, if not most, children 11 or older can manage after school. If the areas in which they live are not dangerous, and if parents make plans, "self-care" can be a good experience. Children can, if protected by a set of ground rules, learn to be responsible for themselves.

Maybe the real question is "When is being home alone acceptable?" Things to consider include:

- Is your neighborhood safe?
- Will a neighbor help in an emergency?
- Can your children get in touch with you when they need you?
- Do you need the cooperation of your employer? What for?
- What ground rules do your children need to follow when home alone?

Depending on your situation and what your children are like, ground rules will vary. The idea is that parent and child understand what to expect, how to deal with the expected, and what to do when the *unexpected* comes up.

In general, though, consider making rules for:

- visits from friends,
- use of the television,
- completion of homework,
- answering the door or phone,
- going outside,
- using appliances, and
- dealing with squabbles among brothers and sisters.

Rules can't cover every situation, and that's why it's important that children know how to contact you at work.

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The World According to Science: Think About It

IF YOUR children are like most, they think that "science" is a class in school, and that the most important thing is whether or not the teacher is in a good mood. This is a pretty common reaction. It's understandable. The world of children is small.

Science, however, is a lot more than what happens to a child in science class. It's also more than all the discoveries of science put together. Science is *a way of knowing*. The word itself means "knowing" in Latin. Is this all Greek to you? It shouldn't be. The Greek word for "knowing" is "mathematics." Math and science have a lot in common, and mathematics is sometimes called "the handmaiden of science."

What is this special way of knowing?

First, science takes a particular view of the world. Most of all, the world according to science is *understandable*. Scientists also believe that their ideas can and should change, but that, at the same time, careful study will produce lasting knowledge. The search for lasting knowledge leads science to grow in its understanding of the world.

Second, the methods of science put the belief that the world is understandable into action. Scientists work with evidence, logic, and imagination to *explain and predict* events in the real world. That's where math comes in. Math is both the language of logic and an important tool for collecting and dealing with evidence.

In short, the "scientific method" is not bloodless, mechanical, or boring. It's a complicated business of looking beneath the surface of things. It entails a lot of pain and heartache for scientists, but it is very exciting.

Like our children, we need to understand that science is more than a class in school. It's a special set of beliefs and tools and habits of mind for considering the real world. Science can be useful whenever we need to look beneath the surface of things. Good science teachers understand these points. With a little help from us, our children will begin to understand that what happens in school is only part of the picture. In fact, we understand more about families, businesses, farms, and schools because these parts of life have been studied scientifically.

For more information, call the ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS) toll-free at 1-800/624-9120. We can help direct you to other resources. To find out more about the ERIC system and its varied units and services, call ACCESS ERIC at 1-800/USE-ERIC. Staff of ERIC/CRESS prepared this article, based on information in the ERIC database.

Remember to thank the teacher for all that is being done. Teachers get little recognition and positive comments can begin to pave the way for the teacher to feel better toward your child.

When you notice problems with your children—whether it is poor performance or teasing from the class bully—don't wait for a scheduled conference; communicate with the teacher immediately. Don't put it off, hoping the problem will get better. Discuss it with the teacher and develop a plan of action to solve the problem.

What Can Parents Do Beyond Attending Teacher Meetings To Help Solve Problems and Encourage Children To Perform Well at School?

Express your appreciation for teachers to your children. Teach children to be respectful and appreciate teachers' efforts. Show them how to express respect verbally and physically—sitting up straight, making eye contact, answering questions, and accepting assignments without complaining. Encourage them to volunteer for the less pleasant tasks of the classroom. Most teachers like to spend time with eager and polite students.

Parents with flexible time can volunteer in the classroom. While helping the teacher, you get a firsthand view of your child's interactions. When you can't spare the time during the day to help the teacher, offer to help in other ways. Call other parents and determine what resources these parents can offer the teacher. Put together a list of community resources. Plan a field trip and arrange the details and chaperones.

Teachers can't help but be more responsive to the children of helpful parents. If you show respect and concern and communicate often, those scheduled conferences will accomplish their intent—to help your child be successful at school.

Sources

Most of the following references—those identified with an ED or EJ number—have been abstracted and are in the ERIC database. The journal articles should be available at most research libraries. For a list of ERIC collections in your area, contact ACCESS ERIC at 1-800-USE-ERIC or the ERIC Clearinghouse on Educational Management, (503) 346-5043.

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How Can Parents Get More Out of School Meetings?

How Can Parents Get More Out of School Meetings?

Parents often feel apprehensive about parent-teacher meetings. Such feelings are understandable. Children are viewed as reflections of their parents. Even the best-behaved children have areas of weakness, and criticism or suggestions for improvement can be difficult to hear. Parents have a strong emotional investment in their child, which can show up as anger, anxiety, or defensiveness.

Parents often come to conferences expecting to receive a better understanding of the child's interactions and behaviors at school, but leave with only a general idea that the child "is doing fine" or "there is a problem." Often no plan is established for improvement, and no date is set for the next parent-teacher contact.

Although a certain amount of apprehension is natural, parents can reduce anxiety through preparation. Parents who plan in advance for the meetings and follow up on suggestions made there find that parent-teacher partnerships can be developed that help children do their best in school.

The following planning suggestions can make a parent-teacher conference more productive:

- Recognize that the teacher is also apprehensive about how you will accept criticism or suggestions.
- Discuss the purpose of the conference with the teacher and your child.
- Identify specific questions that you need answered.
- Keep a file of your child's work and take samples to the conference that can stimulate discussion on both areas of strength and areas that need improvement.

During the conference, it is helpful to:

- Keep an open mind.
- Avoid confrontations.
- Respect the teacher's input.
- Allow the teacher to share information before interruptions.
- Save questions until the end of the meeting.
- Ask for suggestions from the teacher to encourage further progress or to resolve problems.
- Remember your goal is to obtain information.
- Summarize the conference, making sure that you and the teacher have the same understanding of what was discussed and any actions that need to be taken.

After the conference:

- Discuss the conference with your child, stating positive aspects of the conference.
- Send a note to the teacher outlining the discussion and your plan of action, if any, and thanking the teacher for time shared.
- Keep the teacher updated on progress at home.

Effective meetings between parents and teachers are crucial to the success of the child. They foster parent education, good communications, and ongoing support.

What Can Parents Expect Teachers To Do To Make the Conference More Productive?

Ask teachers what the most difficult part of the job is and many will say, "the parents." Just like parents, teachers have many anxieties about conferences—especially when they must share negative information.

Just as there are things you, as parents, can do to reduce anxiety, so are there things that you can expect teachers to do to conduct an effective conference. Teachers should:

- Explain to your child that there will be a conference and what areas will be covered.
- Ask your child to discuss the conference with you.
- Explain the purpose of the meeting to you.
- Give time limitations that are reasonable.
- Use "I-messages" to express concern.
- Request questions.
- Be straightforward and honest, no matter how difficult it might be to discuss negative behavior.
- Listen carefully to what you say.
- Give suggestions for improvement.
- Create a parent-teacher plan to benefit the child.
- End the conference on time.
- Give positive comments to your child about the conference.
- Send notes to keep communication open.
- Offer to set up additional meetings.

If your child's teacher is not doing these things, take the initiative to request action.

How Can Parents Keep Communication Open Until the Next Conference?

Researchers and educators are stressing the importance of parents becoming actively involved with their child's educational process. Most teachers now let parents know that they are welcome at school to observe, share skills, help with projects and, of course, to help chaperone field trips.

But at the same time, more parents are working full time and find it difficult to contact teachers during school hours or even to attend scheduled conferences during the day.

An effective technique to share information and let teachers know of your concerns or progress at home is to write notes. Notes can be successful because they save time. A structured note can communicate the problem, suggest or seek methods of improvement, and set the time and date of the next contact.

Make sure the teacher feels safe and free from attack. If teachers feel defensive and blamed for poor progress, it will be hard for them to be problem solvers and to provide the extra attention your child needs.

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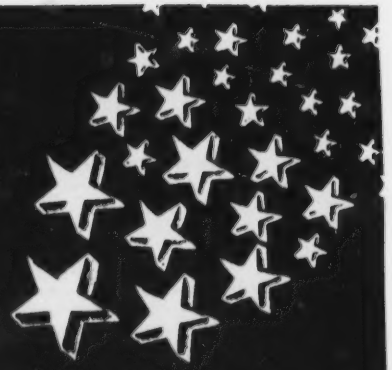

How Do I Help My Child Say "No" to Drugs?

Information Alone Is Not Enough

What do children need to prevent them from using drugs? Clearly, information about the dangers of drugs has not been enough. Despite widespread drug information education efforts in America since the early 1970's, drug abuse by children and teenagers continues. Recent surveys show that progress is being made in the national battle against some drugs. Casual use is declining, attitudes are changing, and more is known about what works to prevent drug use by young people. A recent survey of student drug use indicates that today's high school and college youth are about half as likely to use illegal drugs as their peers were 10 years ago. In spite of this progress, however, the use of drugs by children remains unacceptably high.

The reasons for drug abuse are varied. Children may abuse drugs to satisfy their curiosity, conform to peer pressure, relieve anxiety, or have adventures. But, whatever excuse tempts them, they need the ability to say "no" to drugs.

Much recent educational research has focused on the role of "affective education" in preventing drug abuse. Affective education emphasizes children's emotional/interpersonal development. Parents are the prime nurturers of this development. Parents can build on that progress in their own families by having strong, loving relationships with their children; by teaching standards of right and wrong; by setting and enforcing rules for behavior; by knowing the facts about alcohol and other drugs; and by listening to their children. Drugs and alcohol rank high on the list of topics teens wish they could discuss more with their parents.

How can you as a parent encourage this development in your children? The following activities have proven to be helpful:

- Start as early as you can, in infancy if possible, to praise children's accomplishments and to direct them into activities where they will be successful. Even when correcting, criticism should be aimed at the action rather than the child. High self-esteem helps children resist peer pressure to abuse drugs.
- Ethical values and responsibility are taught primarily through what social scientists call "modeling," or setting good examples for children to follow. Parents who have responsible habits and attitudes themselves regarding drug and alcohol use send a healthy message and strongly influence their children's ideas about alcohol, tobacco, and other drugs. Parents who unwisely use drugs and alcohol are signaling their children that drug abuse is okay.
- Adequate coping skills enable a child to deal effectively with the pressures of growing up, including the temptation to experiment with drugs. You can encourage healthy, creative activities such as hobbies and school events that may prevent your child from using alcohol, tobacco, or other drugs out of boredom. You can give children opportunities to practice decisionmaking and to weigh the outcomes of their decisions.
- Finally, you can inform yourself and make sure that your children are knowledgeable about the dangers of drug abuse by providing them with clear, factual information. You can help change ideas your child may have that "everybody drinks, smokes, or uses drugs." In this way, children can be empowered to say "no" to drugs and "yes" to health.

I Want My Children To Have Good Values and Feel Good About Themselves, but Sometimes It Seems Like a Losing Battle. Where Can I Get Help?

Schools play a major role in children's development. Expect and encourage your schools to foster healthy emotional growth as well as intellectual development. Schools should have a firm antidrug policy supported by appropriate action. The following organizations may be beneficial in helping schools develop antidrug policies:

U.S. Department of Education
Drug-Free School Staff
400 Maryland Avenue SW.
Washington, DC 20202-6151
(202) 732-4599

ACTION Drug Prevention Program
806 Connecticut Avenue NW.
Suite M-606
Washington, DC 20525
(202) 634-9757

National School Safety Center
16830 Ventura Boulevard, Suite 200
Encino, CA 91436
(818) 377-6200

I Realize Drugs Are Widely Available, but How Can We Keep Them Out of Schools?

To combat student drug use most effectively, the entire community must be involved: parents, schools, students, law enforcement authorities, religious groups, social service agencies, and the media. They all must transmit a consistent message that drug use is wrong and dangerous, and it will not be tolerated. The following recommendations derived from research and from the experience of schools throughout the country describe action that can be taken by parents:

- Teach standards of right and wrong and demonstrate these standards through personal example.
- Help children to resist peer pressure to use alcohol and other drugs by supervising their activities, knowing who their friends are, and talking with them about their interests and problems.
- Be knowledgeable about drugs and signs of drug use. When symptoms are observed, respond promptly.

I Have Some General Ideas About the Dangers of Drug Abuse, but I Really Don't Know the Specifics. Where Can I Get This Information?

Drug information is available at public libraries, from community health agencies and community groups that focus on this problem. Often schools provide drug information education for parents. Ask your school. Read your newspapers for local information. National organizations providing help to parents include:

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research libraries. For a list of ERIC collections in your area, call ACCESS ERIC at 1-800-USE-ERIC or the ERIC Clearinghouse on Educational Management at (503) 346-5043.

Rosenberg, N. (1970). *How To Enjoy Mathematics With Your Child*. Stein and Day, New York.

Suydam, M.N. & Kasten, M.L., Eds. (1988). "Investigations in Mathematics Education," 21(2) (70 pp). Ohio. State University, Columbus, Ohio. ED 302 415.

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Why Don't Our Children Like Math?

Why do some students naturally seem to enjoy mathematics while others struggle? Ability is one factor, but not the only one that determines success or failure.

Studies comparing the mathematics achievement of students in developed countries are disappointing to American educators. Many experts blame American attitudes toward mathematics for the poor showing on such tests. When excellence is not expected, it apparently is not attained.

Students who develop a dislike for, or anxiety toward, math will be at an educational disadvantage that can affect them long after formal schooling ends.

New studies suggest that students do not like math because they fail to see that math is more than a set of rules to be followed blindly. Students who like math say they like it because math makes sense, math is useful, and math is fun. Having a child do math problems without understanding is to treat a child like a computer. Learning, on the other hand, is understanding, and it requires an active mind.

As society becomes increasingly more technological, Americans must begin to place greater emphasis on both math and science education. Identifying barriers to learning math and removing those barriers have become an educational priority.

How Can Math Education Be Improved?

When math instruction relies mostly on worksheets with very little discussion about ideas and concepts, the understanding that is so important to learning math gets lost.

"Math anxiety" has been identified by some researchers as one reason students do poorly. Intervention programs to alleviate math anxiety, implemented during the elementary school years, are beneficial.

Studies indicate that instruction can be strengthened by improving teacher training, developing better textbooks, and providing administrative support.

What Can Parents Do?

A recent study determined that junior high school students rate their parents as the most influential people in the decisions made about the courses they take. They also rank parents second only to the usefulness of math in influencing their decision to take more math. Furthermore, their self-concept of ability and their confidence in math are more directly related to the parents' beliefs about their children's math aptitude and potential than to the children's own past achievement in math.

In addition, it has been shown that parents to a greater extent than teachers hold sex-differentiated beliefs about their sons' and daughters' math abilities. Even when parents did not rate their daughters' math abilities lower than their sons', they did think that math was more difficult for their daughters. Clearly, as parents you can help determine how successful a child will be in math. The first step is to recognize your own feelings toward math. If you found math to be one of your poorer subjects or did not like math, you will have to work hard not to pass on this attitude to your child.

Parents who spend hours reading to their young children rarely play number games with them. Children are naturally curious and math-related ideas make great games to play. The earlier you start playing math games and the longer you stay involved in playing such games, the more likely your children will understand math. By playing games and talking about math, you can help develop positive attitudes toward mathematics.

If you do not know any math games or cannot remember any beyond adding and subtracting, find a book in the library or purchase one that shows you how to get started.

Get involved with your older child's homework. If the work really is above your level, locate a tutor who can instill excitement for math.

Early intervention can alleviate math anxiety that keeps many students from performing at their potential levels.

Sources

Most of the following references—those identified with an ED or EJ number—have been abstracted and are in the ERIC database. The journal articles should be available at most

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Where Can Parents and Teachers Get Help?

Parents and teachers concerned about an at-risk child can contact one of the national organizations listed below for more information.

- Cities in Schools
  1023 15th Street NW., Suite 600
  Washington, DC 20005
  202/861-0230

- National Dropout Prevention Center
  205 Martin Street
  Clemson, SC 29634-5111
  800/443-6392, 803/656-2599

- National School Safety Center
  16830 Ventura Boulevard, Suite 200
  Encino, CA 91436
  818/377-6200

- Southeastern Educational Improvement Laboratory
  P.O. Box 12748
  200 Park, Suite 200
  Research Triangle Park, NC 27709-2748
  919/549-8216

- National Center for Education Statistics
  555 New Jersey Avenue NW., Room 400
  Washington, DC 20208
  202/357-6828

- Boys Clubs of America
  771 First Avenue
  New York, NY 10017
  212/351-5900

- Girls Clubs of America
  30 East 33rd Street
  New York, NY 10016
  212/689-3700

Sources

Most of the following references—those identified with an ED or EJ number—have been abstracted and are in the ERIC database. The journal articles should be available at most research libraries. For a list of ERIC collections in your area, contact ACCESS ERIC at 1-800-USE-ERIC. For more information on dropouts, contact the ERIC Clearinghouse on Counseling and Personnel Services at (313) 764-9492 or the ERIC Clearinghouse on Urban Education at (212) 678-4033.

National Center for Education Statistics, U.S. Department of Education (1989). *Dropout Rates in the United States: 1988.*

National Center for Education Statistics, U.S. Department of Education (1989). *Digest of Education Statistics: 1989.*

Noodring, P. (1989). "A New Approach to the Dropout Problem." *Phi Delta Kappan*, 70, 468-469. EJ 383 911.

Peck, N.L., Law A., and Mills R.C. (1989). *Dropout Prevention: What We Have Learned.*

Rumberger, R. (1987). "High School Dropouts: A Review of Issues and Evidence." *Review of Educational Research*, 57, 101-122. EJ 369 707.

U.S. Department of Education (1987). *Dealing With Dropouts: The Superintendent's Call To Action.* p. 2.

Walz, G.R. (1989). *Combating the School Dropout Problem: Proactive Strategies for School Counselors.*

Wehlage, G.G., Rutter, R.A. & Turnbough, A. (1987). "A Program Model for At-Risk High School Students." *Educational Leadership*, 44 (6), 70-73.

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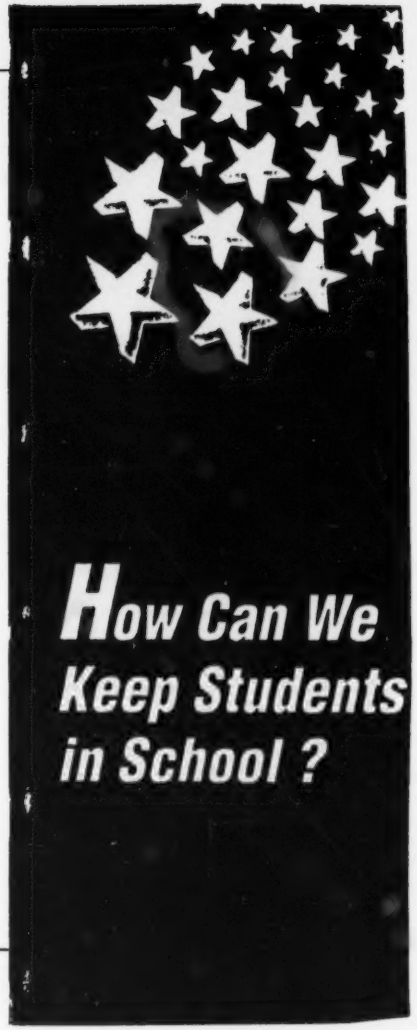

How Can We Keep Students in School?

According to U.S. Department of Education estimates, nearly one out of four students will drop out prior to graduation.* Large schools in poor urban centers and other impoverished neighborhoods experience an even greater dropout rate. Leaving school early has long-range negative effects not only on the dropouts themselves, but to society in general. Studies show that dropouts have more difficulty in finding jobs and earn less than high school graduates. Also, there is a risk that their children will experience school failure.

The social and economic disadvantages of poverty and being a minority, as well as poor academic performance all contribute to dropping out. Another significant factor, however, is a sense of alienation from school. When schools are perceived as too rigid and demanding, when teachers seem disinterested, and when discipline is viewed as ineffective or unfair, students are likely to drop out. This is particularly so when students see little to believe that they can profit by staying in school.

* The estimate of young people who drop out ranges from 14 percent to 27 percent, depending on the source. The U.S. Census Bureau, which reports a dropout rate of 14 percent, defines a dropout as anyone past the age of 18 who has not graduated from high school and is no longer enrolled. School districts count dropouts in different ways, some do not count them at all.

How Can I Tell If My Child Is at Risk of Dropping Out?

Identifying youth who are at risk of dropping out is the first step in helping them stay in school. A history of academic failure; poor attendance; and the premature adoption of adult roles, such as marriage, pregnancy, parenthood, employment, and other financial and family care problems are all warning signs. Other indicators linked to school dropouts include:

- Being held back in school more than once.
- Having undiagnosed learning disabilities.
- Being involved in truancy or delinquent behavior such as petty theft.
- Using alcohol or other drugs.

What Can I Do To Help My Child Stay in School?

Parents' support and participation are key factors in keeping students in school. You can help your child achieve in school and lessen the likelihood of dropping out by developing a home environment conducive to learning—establishing daily routines, paying attention to school matters, participating in reading activities, monitoring television, and getting involved in homework. Just as important, you can help improve your child's attitude toward school by encouraging participation in such activities as sports, clubs, and community volunteer programs. These activities also help build students' self-esteem, especially children who may be failing school subjects.

Parents and teachers must go beyond simply blaming students for their own problems or insisting that longer, harder work is the answer. Most important, they must send the message, "we care." In addition, parents and teachers can help prevent students from dropping out by providing flexible instructional options and interesting and motivating learning experiences.

What Can Schools Do To Help At-Risk Students in the Classroom?

For students at risk of dropping out, it is important that schools offer a warm, caring, and empowering environment that is focused on what the students need, including:

- Daily monitoring of attendance and grades, with followup phone calls or home visits to parents.
- Smaller class sizes where students can relate closely to each other and their teachers.
- Adequate testing to identify possible learning disabilities.
- Remedial and cross-grade tutoring for high-risk students and dropouts.
- Flexible schedules planned around students' work hours.
- Before- and afterschool classes to make up credit requirements.
- Alternative ways to earn credit, such as credit for work or real-life experiences.
- Special guidance and counseling, such as peer-mentor programs and family counseling.
- Job skills training and volunteer or paid work experience programs.

Are There Programs To Help At-Risk Students and Their Parents?

Research has provided credible and useful information for identifying and developing supportive programs for young people. Most successful programs have three related components:

- Individual education that addresses a student's learning gaps or weaknesses.
- Work experience that demonstrates how education impacts on their ability to have a better life.
- Coordinated services for personal and family problems.

One such program that can be tailored to your community's needs is Cities in Schools, a private, nonprofit organization that coordinates public and private service delivery to at-risk youth. Since its inception, Cities in Schools has set up programs in 44 cities. The program brings together employment counselors, social workers, educators, volunteers, and private businesses at each site to form a support group for at-risk youth and their families. These multidisciplinary teams work with a small number of children to ensure their access to services, such as counseling, tutoring, health care, and employment, that will help them stay in school and build self-worth.

Most of all, let your children know you are interested in all their classes and are willing to help make learning, especially science learning, fun and exciting.

Sources

Most of the following references—those identified with an ED or EJ number—have been abstracted and are in the ERIC database. The journal articles should be available at most research libraries. For a list of ERIC collections in your area, call ACCESS ERIC at 1-800-USE-ERIC or the ERIC Clearinghouse on Educational Management at (503) 346-5043.

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Daugs, D., Talbot, B., & Klag, P. (March 1988). "Ten Ways that Principals Can Promote Science." *Principal*, 67(4) (pp. 46-48). EJ 368 862.

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Kyle, W.C., Jr., et al. (1989). "Implementing an Effective Elementary Program: The Process of Initiating Change and Its Effect on Students' Attitudes." Report to National Association for Research in Science Teaching. ED 306 086.

Mahadeva, M.N. (April 1989). "From Misinterpretations to Myths." *The Science Teacher*, 56(4) (pp. 33-35). EJ 392 809.

Raizen, S.A. & Kaser, J.S. (May 1989). "Assessing Science Learning in Elementary School: Why, What, and How?" *Phi Delta Kappan*, 70(9) (pp. 718-722). EJ 388 725.

Stefanich, G.P. & Kelsey, K.W. (April 1989). "Improving Science Attitudes of Preservice Elementary Teachers." *Science Education*, 73(2) (pp. 187-194). EJ 392 804.

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Yager, R.E. (September 1988). "Achieving Useful Science: Reforming the Reforms of the '60s." *Educational Leadership*, 46(1) (pp. 53-54). EJ 376 248.

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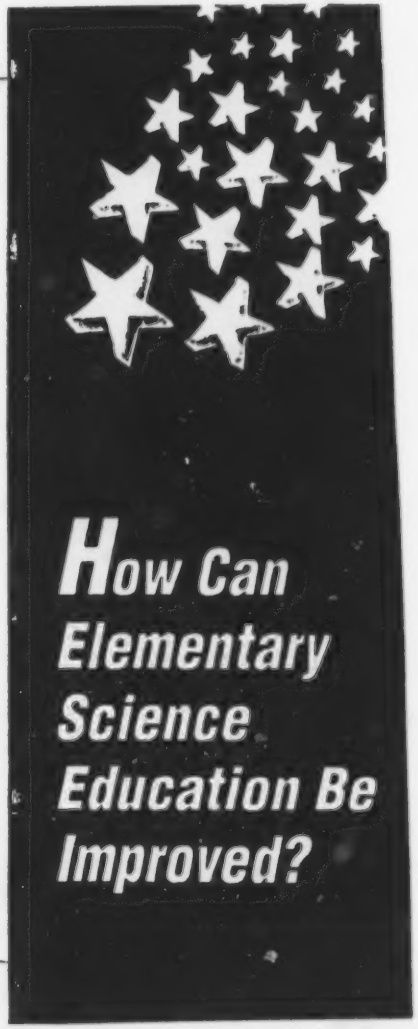

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How Can Elementary Science Education Be Improved?

Young children love experimenting—mixing, measuring, finding out why things happen. Research indicates that over 40 percent of students in second and third grade select science as their first or second favorite subject. Science is fun! Yet, by the time these students reach fifth grade, this percentage drops significantly.

In elementary school less time is spent on science than on any other major subject. Teachers spend so much time on reading, mathematics, and writing that science is often neglected. A nationwide survey indicated that the average primary teacher spends 19 minutes a day on science; teachers of grades four through six devote an average of 38 minutes a day to science, with lectures and discussion taking up more than three-fourths of that time.

Textbooks have become the science curriculum, and much science learning subsequently has become passive and superficial. Americans' scientific literacy has decreased as our world has become more scientific and technological.

During the 1980's, initiatives were developed that could reverse this trend. Recognizing that students who entered kindergarten in 1988 would graduate from high school in the 21st century, scientists and mathematicians began questioning the preparation of students in the areas of science, mathematics, and technology.

The American Association for the Advancement of Science (AAAS) initiated Science for All Americans, Project 2061 (named for the year Halley's Comet returns) to help reform science, mathematics, and technology education in the United States. Project 2061 is trying to answer some tough questions: What is the nature of scientific literacy? Who should acquire scientific knowledge and skills? How can scientific literacy be achieved nationwide? Project 2061 has a three-phase plan of action that can contribute to needed reform of education in science, mathematics, and technology.

In another effort to improve elementary science education, the Cheshire (Connecticut) public schools recently established a committee to review their science curriculum. The committee found the elementary program outdated and the elementary teachers ill prepared to teach science. Teachers did not feel they possessed an adequate science knowledge base, were uncomfortable teaching science, and were unfamiliar with the current goals in science education.

Recognizing that exemplary science programs are the result of effective organization, planning, and staff development initiatives, the committee developed a new curriculum to help teachers portray science as fun. The result: more than 50 percent of the students chose science as their first or second favorite subject in fourth, fifth, and sixth grade.

How Can Long-Term Impact Be Achieved In Science Education?

Science programs need to offer hands-on discovery and inquiry. They must affect the child's immediate world and encourage creative thought. The quality and the quantity of science instruction in elementary schools can be changed and improved by focusing more clearly on outcomes.

School principals need to realize that they are in a position to make significant changes in the way science is perceived and taught in schools. They can ensure the success of innovative science programs by serving as advocates, catalysts, and participants. Parents, teachers, and principals—like those in the Cheshire public schools—can develop a plan that ensures that science programs:

- Are well coordinated.
- Balance scientific processes and concepts.
- Provide students with opportunities to identify and solve problems.
- Enhance higher cognitive processes and skills.
- Go beyond the mere possession of information to application of the concepts.
- Include societal issues.

The Cheshire study and others like it demonstrate that science education can be improved by improving teacher training, setting aside time specifically for science instruction, developing better textbooks, equipping laboratories better, and providing administrative support.

How Can Parents Encourage Teachers To Provide an Innovative Science Curriculum?

As a parent, you can volunteer in the classroom and determine whether or not your child's science program offers hands-on activities; stresses critical thinking; and emphasizes the need for observing and exploring, versus lecture and textbook readings.

If you find the program lacking, encourage the teacher to incorporate science with other subjects and choose some science experiment books that will provide hands-on projects. Offer to help with the experiments— collecting materials, setting up, and cleaning up. Talk to the principal about participating with the students and ask other parents to help encourage science education.

Find out if your school system offers additional science programs after school or on days that students are out of school early. Encourage your school to participate.

Recommend good teachers for the awards offered by the Search for Excellence in Science Education (SESE), the Presidential Awards, the Ohaus Awards, or another award program. The coordinator of the science program for your area can tell you how to make a nomination.

What Can Parents Do at Home?

Parents' attitudes about learning in general can make a difference in the way children perceive school and their subjects. Take the time to point out how science affects our everyday lives.

Subscribe to an age-appropriate science magazine or journal and read and explore it with your child. Purchase a science experiment book, such as *Science for the Fun of It* or *Scienceworks*, which offers experiments that introduce the fun and wonder of science while using easy-to-obtain household items.

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May 7, 1991

CIJE SOURCE JOURNAL INDEX UPDATE
FOR JUL91

Journal Changes

SP Health Education to Journal of Health Education

April 22, 1991

CIJE SOURCE JOURNAL INDEX UPDATE
FOR JUN91
(correction)

Journal Additions

EA Educational Policy

Journal of School Leadership

March 8, 1990

CIJE SOURCE JOURNAL INDEX UPDATE
FOR MAY91

Name Changes

EC Journal of Speech and Hearing Disorders to Journal of Speech and Hearing Research

Journal Additions

EA Journal of Education Policy

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June 6, 1991

CIJE SOURCE JOURNAL INDEX UPDATE
FOR AUG91

Journal Additions

CE Journal of Vocational Behavior

CS Civic Perspective

Drama/Theatre Teacher

School Press Review

FL Language Variation and Change

English Today

Phonology

International Journal of Applied Linguistics

SO Arts and Learning Research

Australian Art Education

Canadian Review of Art Education: Research and Issues

Journal of Multi-cultural and Cross-cultural Research in Art Education

Journal of Social Theory in Art Education

Visual Arts Research

Journal Deletions

SO Historical Methods

International Journal of Oral History

International Social Science Journal

International Studies Quarterly

Social Science Computer Review

1522

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Phoenix, AZ 85012 - 602-265-2651 - FAX 602-265-6250

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July 5, 1991

CIJE SOURCE JOURNAL INDEX UPDATE
FOR SEP91

Journal Additions

SO Controversies in Art Education

Journal Changes

IR Optical Information Systems to Document Image Automation

SO Political Science Teacher to PS: Political Science and Politics

The Oryx Press An Arizona Corporation 4041 North Central at Indian School Road
Phoenix, AZ 85012 602-265-2651 FAX 602-265-6250

*** CIJE MONTHLY REPORT - APR91 I.CIJE2 ***09:16:42 05 MAR 1991 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	165	35	12	437
CG	151	13	0	647
CS	157	21	0	609
EA	114	10	1	386
EC	139	16	4	603
FL	62	9	0	285
HE	152	19	3	673
IR	149	39	0	518
JC	36	4	4	131
PS	91	6	0	265
RC	68	12	5	223
SE	184	27	0	599
SO	125	15	0	547
SP	87	16	2	333
TM	68	14	0	261
UD	97	15	6	336
GRAND TOTALS	1845	271	37	6853

*** CIJE MONTHLY REPORT - MAY91 I.CIJE1 ***11:44:38 21 MAR 1991 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	104	28	6	541
CG	146	12	0	793
CS	152	19	0	761
EA	86	8	7	472
EC	138	14	0	741
FL	69	9	9	354
HE	113	14	0	786
IR	94	21	10	612
JC	31	3	0	162
PS	69	5	0	334
RC	41	9	3	264
SE	111	10	43	710
SO	101	11	0	648
SP	29	6	10	362
TM	39	8	0	300
UD	23	7	0	359
GRAND TOTALS	1346	184	88	8199

*** CIJE MONTHLY REPORT - JUN91 I.CIJE2 ***10:51:03 22 APR 1991 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	98	25	7	639
CQ	183	18	0	976
CS	151	18	0	912
EA	118	12	5	590
EC	126	16	7	867
FL	31	6	0	385
HE	109	10	4	895
IR	127	32	18	739
JC	22	2	0	184
PS	48	7	0	382
RC	38	7	2	302
SE	120	15	42	830
SO	94	16	0	742
SP	63	11	6	425
TM	46	6	1	346
UD	93	16	11	452
GRAND TOTALS	1467	217	103	9666

*** CIJE MONTHLY REPORT - JUL91 I.CIJE1 ***16:39.13 05 JUN 1991 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	81	23	7	720
CQ	183	14	0	1159
CS	187	24	0	1099
EA	125	11	14	715
EC	198	23	0	1065
FL	81	12	11	466
HE	116	15	0	1011
IR	162	43	1	901
JC	26	3	2	210
PS	110	12	0	492
RC	47	9	4	349
SE	76	7	18	906
SO	122	19	0	864
SP	61	12	23	486
TM	28	8	0	374
UD	53	12	1	505
GRAND TOTALS	1656	248	81	11322

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	103	27	13	823
CG	143	13	0	1302
CS	130	22	0	1229
EA	104	9	4	819
EC	120	14	0	1185
FL	80	11	0	546
HE	164	17	0	1175
IR	75	20	0	976
JC	5	1	0	215
PS	40	3	0	532
RC	34	4	17	383
SO	95	11	0	959
SP	72	13	3	558
TM	20	4	0	394
UD	34	4	0	539
GRAND TOTALS	1219	173	37	11635

EAB ERIC® ADMINISTRATIVE BULLETIN

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Educational Resources Information Center, Office of Educational Research and Improvement, Washington, D.C. 20208

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ERIC Acquisitions Arrangements List Update

The *ERIC Administrative Bulletin* (EAB) is prepared by the ERIC Processing and Reference Facility on the basis of material submitted by all components of the ERIC system. EAB articles are reviewed and approved by Central ERIC before publication.

The EAB is intended to be the "journal" of the ERIC system and a major means for the decentralized components of ERIC to communicate and interact with one another. The EAB is also a permanent record reflecting most of the major events in the life of the ERIC system (such as personnel changes, Standing Order Customer changes, etc.) and providing in printed form essential documents (such as ERIC policy/priority statements, Clearinghouse scope statement modifications, *ERIC Processing Manual* revisions, etc.). Submissions to the *EAB* are to be sent (using the standard form) to your respective monitor.

ACTION ITEMS

HEAVILY POSTED IDENTIFIERS (DESCRIPTOR CANDIDATES)

The April 1991 *Identifier Authority List* revealed a substantial number of heavily posted Identifiers that need to be evaluated as candidate Descriptors. A list of these Identifiers, with postings updated through March 1991, has been prepared as **Attachment 1.** All terms in the list have 30 or more postings. Most should either be Descriptors or Ufs, although a few might involve only postings transfers without actually being represented, per se, in the *ERIC Thesaurus.*

Terms from earlier lists of heavily posted Identifiers (October/November 1987, March 1985, March 1983, and October 1981 EABs), that have yet to be evaluated for *Thesaurus* status, are flagged with a star(s) (★ or ★★). Of these, some also carry an additional flag [a diamond symbol (♦)], indicating fewer than 15 postings since the previous September 1987 list. Terms with this additional flag need a closer look to see why their usage has trailed off (e.g., are they obsolete?, have the former "hot" topics since "cooled down"?). Answers are needed from Clearinghouses responsible for the earlier heavy postings. Maybe the "Candidate Descriptor" status of these Identifiers is no longer warranted; if so, they can be dropped from future lists.

Each Clearinghouse needs to take responsibility for its own terms. The Facility lexicographic staff has grouped the terms by Clearinghouse based on postings and/or scope area, and has previously distributed this information to the ERIC Vocabulary Review Group (VRG), so see your VRG representative if you're wondering where to start.

Also, once you've decided to tackle a subgroup of terms, duplication of effort can be avoided by distributing your chosen list (via E-mail, etc.) to the Vocabulary Review Group.

...Central ERIC

NEW EDRS ORDER FORM

A new EDRS order form was printed and made available to ERIC components and to the public in September 1991 (see **Attachment 2**). This form represents a complete re-design. It contains an expanded price schedule, clearer shipping information, less "boilerplate" in small print, improved layout, and good printing on heavy paper. Copies are available on request from EDRS. Please note that it is likely this form will be revised again early in 1992 to reflect the expected 1992 price increase.

...EDRS

SIMPLIFIED E-MAIL INSTRUCTIONS (FOR ENTERING AND EXITING)

Several users have asked us for simplified E-mail log on/log off instructions on a single sheet that could be taped conveniently on the side of their micros. In response we have prepared **Attachment 3.** We think it touches on all the basics. Let us know if it can be improved from your point of view.

...Pat Brown (ERIC Facility)

OERI NEWS

ASSISTANT SECRETARY NAMED FOR OERI: DIANE RAVITCH

Diane Ravitch, author, researcher, and education historian, was confirmed by the U.S. Senate on July 18, 1991 as the new Assistant Secretary of Education for Educational Research and Improvement. A brief vita that appeared in the *OERI Bulletin* (Fall 1991) is provided below. In addition, Secretary Ravitch was interviewed by *Education Week* (July 31, 1991) concerning her priorities (see **Attachment 4**). Her responses concerning the ways to marry research and practice will be of interest to all ERIC staff.

OERI Bulletin
U.S. Department of Education
Office of Educational Research and Improvement
Fall 1991

Assistant Secretary Named for OERI

Diane Ravitch, author, researcher, and education historian, was confirmed by the U.S. Senate July 18th as the new Assistant Secretary of the Office of Educational Research and Improvement.

Ravitch, a professor at Teachers College, Columbia University since 1975, has written several books, including *The Schools We Deserve* and *The Troubled Crusade: American Education, 1945–1980.* In addition, she has edited six books including *The American Reader,* her most recent.

She became an adviser to Teachers Solidarity and the Ministry of Education in Poland in 1989 and received a medal of distinction from that country earlier this year.

She is an elected member of the American Academy of Arts and Sciences, the Society of American Historians, and the National Academy of Education—the nation's leading honorary organization of education scholars.

A native of Houston, Ravitch is a graduate of Houston public schools. She received a B.A. degree from Wellesley College in 1960, and a Ph.D. in history from Columbia University's Graduate School of Arts and Sciences in 1975.

Ravitch received Doctor of Humane Letters honorary degrees from Williams College in 1984, Reed College in 1985, Amherst College in 1986, the State University of New York in 1988, Ramapo College in 1990, and St. Joseph's College of New York in 1991. Wellesley College honored her with their Alumnae Achievement Award in 1989.

...Central ERIC

AMERICA 2000 [NEWSLETTER], (NUMBER 1, SEPTEMBER 1991)

"America 2000," and the *"National Education Goals"* it seeks to achieve, is beginning to permeate the Department of Education and to call on ERIC in various ways (e.g., collections of Digests related to the national goals, special digests on the national goals, priority handling of national goals-related documents, etc.). ERIC staff should regularly keep up with America 2000 and should be aware of its plans, progress, and public statements. **Attachment 5** is a copy of the first issue of the new America 2000 newsletter.

...Central ERIC

OERI'S PROJECT MANAGEMENT INFORMATION SYSTEM (PMIS)

PMIS is an internal OERI management information system that contains descriptions for all projects funded by OERI. The descriptions contain financial and administrative data, as well as substantive abstracts and other "cataloging" fields. All ERIC Clearinghouses and ERIC support contractors are represented in PMIS, which currently contains a total of around 4,000 projects. OERI's goals for the PMIS system are well described in a recent memo from Dick Hays to senior OERI staff (see **Attachment 6.**)

...Central ERIC

FROM THE INFORMATION PRESS

"MEETING INFORMATION NEEDS" [CD-ROM DATABASES IN DEVELOPING COUNTRIES]

ERIC has recently made presentations both within the Department of Education and to the agency for International Development (AID) concerning the desirability and feasibility of making the ERIC database accessible at minimum cost via CD-ROM systems to developing nations. ERIC Ready

Reference #15 was specifically prepared in connection with these presentations. The idea is obviously a good one. A recent editorial in *Science* (v253 n5026 p.1333 Sept. 20, 1991) made the same arguments for availability of the AGRICOLA database in sub-Saharan Africa (see **Attachment 7.**)

...Central ERIC

"THE PUBLIC'S ACCESS TO GOVERNMENT'S ELECTRONIC INFORMATION: PERSPECTIVES, PLAYERS, AND POSITIONS"

During 1991, ERIC will be initiating royalty/usage fees for use of its database in machine-readable form. ERIC intends to keep these fees very modest in order not to perturb the marketplace, not to cause vendors to raise prices, and not to cause users to forgo use of ERIC. ERIC staff should be aware that they may hear some objections to this practice. The issues and pros and cons are well described in a recent article on ERIC by Lois Lunin and others in the *Bulletin of the ASIS* (August-September 1991, p.7-8), repeated here as **Attachment 8.**

...ERIC Facility

"FUSTUKJIAN SPELLS INFORMATION RELEASE: ACCESS ERIC"

You can't keep a good man down! Sam Fustukjian, the Director of ACCESS ERIC during its start-up year, is back as Librarian at the University of South Florida (USF), but still keeps his interest in ERIC. A recent article on ERIC by Sam appeared in the *USF Magazine* (v35, n5, p.20-21 Summer 1991) and is repeated here as **Attachment 9.**

...Access ERIC

TALE OF ANOTHER "ERIC"

It seems as if the word *"environment"* is easily substituted for the word *"education"* in various information usages. A few years back, ERIC found a project of the Environmental Protection Agency (EPA) that had adopted the acronym "ERIC," all unaware of its previous use by the Department of Education. A letter from ERIC, pointing out the registered nature of its logo, led the EPA to change the name of its project.

This kind of thing happens periodically. Sometimes the other "ERIC" is in a business so far removed from our "ERIC" that the "interference" factor is negligible. But if there is a genuine chance of user confusion, ERIC generally attempts to assert its priority. The most recent example, found in a column in the *Washington Business Journal* (Nov. 4, 1991, p.15) (see below), concerns a private company, the "Environmental Risk Information Center." This organization has "ERIC" on its letterhead, business cards, advertising, and publications/products. Since it is planning to have online and CD-ROM products (!), ERIC (our ERIC) plans to make contact and to suggest some differentiating steps be taken.

...ERIC Facility

Week of November 4, 1991 • PAGE 15

WASHINGTON BUSINESS JOURNAL

Firm markets maps of sites' former uses

Alexandria company's data base tracks prior hazardous activity

By DOUG ABRAHMS

Everybody is moving into the data base business these days, including the Bell companies, but an Alexandria company might have gained dominance in one market by putting together a mapping service that tracks the prior uses of sites, particularly if they ever housed any hazardous materials.

Environmental Risk Information Center (ERIC) has computerized 52 million site plans in more than 14,000 municipalities, incorporating federal, state and local maps with the Sanborn Fire Insurance Co. Maps, said Peter Jamieson, president. Big users are banks, which could be held responsible if environmental clean-ups are required on sites they own or insure, he said.

...Continued...

"Most major banks will require a site assessment for every major commercial development," Jamieson said. "The banks don't want to get stuck. It's just prudent business practice for banks to make sure that nothing bad is there."

Another big customer is the Resolution Trust Corp., which is gaining thousands of properties a year after taking over failed financial institutions. Even though the government agency usually hires environmental consultants to conduct its surveys, orders coming in for 150 sites at once are assumed to be jobs involving the RTC, he said.

The property owners of ERIC's building could have utilized the service if it was available years ago during construction, he said. They have since discovered an old storage tank buried under their building on Prince Street.

"When they built the building, no one knew that," Jamieson said.

ERIC sifts through more than 300 data bases, but the advantage it has over other services is the Sanborn maps, he said. Produced by Sanborn Fire Insurance Co., the maps can date back almost to the Civil War and are the recognized leader in prior-use real estate information.

"If it's been discovered, they know about it," he said.

One of ERIC's partners acquired the right to use Sanborn's maps in 1982 — when the potential wasn't nearly as great — giving it exclusive rights along with Sanborn, he said. ERIC is the first to put these maps in a data base, which can be searched by zip code, city or year.

ERIC's data base is stored on optical disks and contains about 100 gigabytes of information — about 35,000 300-page books. ERIC expects to have an on-line service available soon but now offers only hard copy reports, he said.

ERIC's partners combined information and environmental experience together, Jamieson said. The two-year-old firm is up to 20 people but would not reveal its revenues.

BEST COPY AVAILABLE

NETWORK NEWS

INTERNATIONAL STANDARD BOOK NUMBERS (ISBNs) AND INTERNATIONAL STANDARD SERIAL NUMBERS (ISSNs) IN THE ERIC DATABASE AND ON DIALOG

ERIC has always cataloged International Standard Book Numbers (ISBN's) into its Report Number (REPNO) field, along with all other types of identifying numbers found on documents and books. It wasn't until January 1991, however, that ERIC began to attach International Standard Serial Numbers (ISSN's) to the journal articles processed into CIJE.

DIALOG seized this opportunity to create separate retrieval fields for both of these special numbers, paralleling their treatment in numerous other bibliographic databases offered by DIALOG. The entire story can be found in **Attachment 10**, together with DIALOG's announcement in *Chronolog* (November 1991, p.91:470).

...ERIC Facility

CLEARINGHOUSE AND SUPPORT CONTRACTOR NEWS

ERIC/HE RECEIVES OERI FUNDING TO PROCESS DOCUMENTS OF THE *"NETWORK OF COLLEGES AND UNIVERSITIES COMMITTED TO THE ELIMINATION OF DRUG AND ALCOHOL ABUSE."*

The ERIC Clearinghouse on Higher Education has been given OERI funds to process a special collection of policy, program, and curriculum documents

produced by the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse. ERIC/HE has developed the following guidelines for the abstractor/indexers working on this project:

HE RIE PROCESSING GUIDELINES
FOR
THE NETWORK OF COLLEGES AND UNIVERSITIES COMMITTED TO THE ELIMINATION OF DRUG AND ALCOHOL ABUSE PROJECT

INST_college originating the program, policy, or curricula; Example: George Washington University, Washington, DC [or] University of Wisconsin, Madison.

NOTE_This report is part of a collection of programs, policies, and curricula developed by members of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse, a coalition of institutions sponsored by the Department of Education, Office of Educational Research and Improvement in response to the 1989 Drug Free Schools and Communities Act. For related documents see HE 000000-HE 000000.

DESC_Higher Education or Community Colleges; Drug Abuse; Alcohol Abuse; Policy Formation; Drug Education; Prevention:

IDEN_*Network for Drug Free Colleges

While the Network has indicated that this project may yield some 600 documents, ERIC/HE has selected only 30 since the project was initiated in January of 1991. Based on what has been seen thus far, the potential for Clearinghouse overlap appears to be limited to JC and CG. That is to say, a few documents have been received describing the substance abuse policies of two junior colleges and others that mention counseling programs as part of the overall effort to curb drug and alcohol abuse. As the collection builds, updates will be provided. In the meantime, if there are questions or comments, please call Judi Conrad (ERIC/HE).

...Jan Burt (HE)

ERIC/HE ATTENDS ANNUAL CONFERENCE OF AMERICAN ASSOCIATION OF UNIVERSITY ADMINISTRATORS (AAUA)

The American Association of University Administrators (AAUA) is a professional organization composed of higher education administrators from diverse fields and divisions. Members benefit from professional development opportunities, networking, publications on professional ethics and standards, and the common interests shared with other administrators. AAUA publishes or co-publishes the *Journal for Higher Education Management*, *Administrator's Update* (ERIC/HE co-sponsors this publication) a newsletter called *Communique*, and policy guidelines including "Professional Standards for Administrators in Higher Education" and "Evaluating College and University Presidents." AAUA also offers professional liability insurance, an administrators' exchange program, and much more. AAUA is relatively small in size and usually does not offer exhibit areas or information tables for vendors or other interested parties. However, because AAUA's administrative office is located in George Washington University's President's office, we were able to talk our way into getting a table to display our materials and answer questions.

This was our first appearance at the AAUA annual assembly. It was apparent that we were very well received and appreciated. Mildred Garcia (Montclair State University Academic VP & AAUA Board VP) stated that she had been *"wanting us to come to AAUA for years..."* and she was *"glad that we were making a presence this year."* Patricia Hollander (General Counsel of AAUA), echoed Dr. Garcia's sentiments concerning ERIC, sending a cheery message of *"hello and long time no see"* to Jon Fife. This year was also a first for a number of AAUA members who were attending from England. They were very curious and picked up a number of materials concerning ERIC and the Clearinghouse.

The exhibit was a great success. Because we had to pick up and move every night, it was very nice to be able to use the disposable display, which we supplemented with plastic stands to display additional materials. The pencils were gone by the second day, and several people asked if we had any more available.

With the exception of an insurance consulting agency from Reston, Virginia, we were the only exhibitor. The ERIC/HE exhibit had significantly more traffic. It's nice to be almost the only kid on the block!

...Jan Burt (HE)

ERIC/HE ATTENDS THE ANNUAL CONFERENCE OF THE AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS (AAUP)

On Thursday, June 13, 1991, ERIC/HE and ACCESS ERIC shared an exhibit table at the American Association of University Professors (AAUP) annual conference. AAUP is the only national organization in the United States exclusively serving the interests of all teachers, research scholars, librarians, and counselors at institutions of higher learning. With a membership of 43,000 faculty members in every rank and discipline, AAUP is recognized as the authoritative voice for faculty members. Although their membership nears 50,000, conference attendance is relatively small, with each institution sending a representative to act as proxy for the entire group. Only 1-2 percent of its membership attends the annual conference, thus AAUP does not offer exhibit areas of information tables for vendors or other interested parties.

Over the years, the Clearinghouse has maintained both an informal and formal relationship with AAUP. For example, we have a blanket agreement with the Collective Bargaining Congress (CBC) of the AAUP in which AAUP agrees to send member institution collective bargaining agreements for inclusion in the ERIC database. It was through this formal agreement that the Clearinghouse negotiated an exhibit this year during the Collective Bargaining Congress meeting.

The Director of Collective Bargaining for AAUP is Norman Kopmeyer. We worked with Stephen Finner, who was able to arrange a table for us in the room with the CBC. Because the rest of AAUP was spread out within the hotel, we got permission to place handouts on the registration station table.

Overall, the exhibit was successful. The one major disappointment was that many of the professors felt they could not afford the $15-$17 necessary to purchase one of our monographs during this time of budgetary crisis. However, the free pencils went over well, and we received many words of praise from professors who had used ERIC to complete their dissertations and who were now requiring their students to do the same.

...Jan Burt (HE)

ASHE-ERIC PUBLICATION *"THE CAMPUS GREEN: FUND RAISING IN HIGHER EDUCATION"* WINS AWARD

Dr. Thomas Pezzullo and Dr. Barbara Brittingham were selected to receive the 1991 Alice Beeman Award for Advancement Writing for their ASHE-ERIC publication, *The Campus Green: Fund Raising in Higher Education*. The award was presented on July 16, 1991 at the CASE (Council for the Advancement and Support of Education) Annual Assembly in Montreal Canada.

...Jan Burt (HE)

ACCESS ERIC'S NEW "GENERAL" BROCHURE

In November 1991, ACCESS ERIC published a comprehensive new "General" brochure (see **Attachment 11**). The brochure describes ACCESS ERIC's services, lists its publications, and describes the four referral databases available to the public via GTE Education Services. The brochure also carries an "order card," facilitating the purchase of ACCESS ERIC priced products. Copies are available on request from ACCESS ERIC.

...ACCESS ERIC

VENDOR NEWS

EDRS TRANSMITTAL LETTERS TO STANDING ORDER CUSTOMERS (MAY-SEPTEMBER 1991)

EDRS has taken advantage of the monthly shipments of ERIC microfiche to standing order customers to communicate with these customers via letters of transmittal. These letters cover schedules, microfiche quality, level 2 and 3 lists, invoice formats, price increases, and many other useful matters. These letters represent a relatively new practice by a new EDRS and must be a welcome change for SOC's from the old unaccompanied shipments.

Since the Clearinghouses are each responsible for liaison with ERIC microfiche Standing Order Customers (SOC's) within certain states (or regions of states), it is important for them to be aware of the EDRS messages to SOC's. **Attachment 12** consists of the EDRS letters of transmittal, May through September 1991.

...EDRS

ORYX PRESS OFFERS ERIC *IDENTIFIER AUTHORITY LIST* (IAL)

The *Identifier Authority List* (IAL) has heretofore been published by the ERIC Facility only in the form of computer-printed "working copies" for internal system use. A certain number of copies were sold to the public via the ERICTOOLS program, but the IAL was never published in a "formal" edition. Oryx Press' market research indicates that the IAL may be a viable commercial product on a larger scale and they plan to offer it. **Attachment 13** consists of copies of their marketing letters and a book order form showing the regular and "early bird" prices ($55 and $46.75, respectively).

...Oryx Press

SilverPlatter News

A. SilverPlatter Corrects Mis-Allocations of ERIC Accessions Across the Two Disks

The second quarter 1991 CD-ROM update disk for SilverPlatter mistakenly included some 28,000 accessions, that should have been on the 1982-June 1991 disk, on the 1966-1981 disk. This error was detected by the ERIC Facility as soon as the disk was received and SilverPlatter was notified. Within two weeks SilverPlatter had replaced the disks with all subscribers. The notices that SilverPlatter sent with the replacements are shown as **Attachment 14A**.

B. Announces Release of OCLC Education Library Database on CD-ROM

As part of the recent strategic alliance between OCLC and SilverPlatter, SilverPlatter has announced the "OCLC Education Library" on CD-ROM. This is a database of some 500,000 items representing the education-related material provided to OCLC by the Library of Congress and other participating libraries. While it consists primarily of books, records also represent theses, data files, newspapers, microforms, manuscripts, and other non-profit materials. (See **Attachment 14B**).

C. Releases Full Text Product on CD-ROM

Virtually all the major national libraries have ongoing research projects concerning the storage of full-text on optical media. Many of these were reported at the recent (Oct. 27-30) annual meeting of the ASIS. Many of the CD-ROM vendors have early products involving storage of full text on CD-ROM disks, e.g., UMI's *Business Periodicals Index*. Now SilverPlatter is offering on CD-ROM the full-text equivalent of the SEC Online database, i.e., corporate annual financial reports (10K's, 20F's, etc.), as filed with the SEC (see **Attachment 14C**).

It is clear that it is only a matter of time until the journals covered by CIJE, and the documents covered by RIE, are offered in such vendor products.

...SilverPlatter

DIALOG NEWS

-- ISBN/ISSN Correspondence

The correspondence with DIALOG concerning ISBN/ISSN numbers sheds light on their reasons for making this change (see **Attachment 15A**).

-- DIALOG RATES FOR ERIC INCREASE (EFFECTIVE NOVEMBER 1, 1991)

DIALOG's HOMEBASE contains a file identified as .ERICRATE that announces that the connect rate for ERIC (File 1) has been increased to $.60 per minute $36 per hour.

Various telecom rates were also increased (see full message below). This increase, from $30 to $36 per hour, represents a 20% increase. According to DIALOG it was done as part of a general policy to periodically review rates that have gone long unchanged and to move rates toward numbers that divide easily by 60 (the minutes in an hour). The upcoming ERIC usage fees may also have contributed to this decision.

Effective November 1, 1991 the connect rate for ERIC (File 1) will be increased to $0.60/per minute ($36 per hour).

Also effective November 1, 1991 are the following Telecom Rate Changes:

DIALNET Domestic	$10.80/hour	$.18/minute
DIALNET Palo Alto	$ 6.00/hour	$.10/minute
DIALNET Direct Connects	$ 8.40/hour	$.14/minute
DIALNET Europe	$10.20/hour	$.17/minute
TYMNET- Canada	$15.00/hour	$.25/minute
SprintNet- U.S.	$12.00/hour	$.20/minute
SprintNet- Canada	$15.00/hour	$.25/minute

-- PROBLEMS WITH ERIC DISC FOR 1980-SEPTEMBER 1991

The third quarter 1991 CD-ROM update disc from DIALOG exhibited serious problems in that most fields had been mis-identified and mis-labeled *before* the indexes were generated. For example, the Descriptors were placed in the Target Audience field, abstracts in the Government Level field, etc. Retrieval was obviously chaotic in such circumstances. The Facility detected the problem as soon as the disc arrived and notified DIALOG immediately. Corrected disks were produced and mailed to all subscribers inside two weeks.

-- DIALOG OnDISC SOFTWARE FOR THE APPLE MACINTOSH (INCLUDING FOR OnDISC ERIC)

DIALOG has announced a Macintosh version of the DIALOG OnDisc (see **Attachment 15D**). This means that all those school locations that have MAC's, but no IBM-compatible PC, will now be able to run the ERIC OnDisc product.

...DIALOG

INTERNATIONAL NEWS

RED LATINOAMERICANA DE INFORMACION Y DOCUMENTACION EN EDUCACION (REDUC)--A LATIN AMERICAN VERSION OF ERIC

REDUC is an education-related bibliographic database formed cooperatively by 23 associated centers located in 17 Latin American and Caribbean nations. Its goal is to make education information produced in the region accessible to all who need it. REDUC produces a biannual abstract journal (*Resúmenes Analíticos en Educación* -- RAE) that announces about 800 titles annually, indexes to RAE, microfiche and reproduced photocopies of original documents, state-of-the-art papers, and a variety of other publications. The REDUC those database now contains approximately 12,000 items. A REDUC center has recently been established at the University of New Mexico, for the purpose of feeding to REDUC those documents produced in the U.S. that concern Latin American education. Discussions are underway with Central ERIC concerning the possibility of this U.S.-based REDUC center becoming an Adjunct ERIC Clearinghouse.

See **Attachment 16** for a full description of REDUC. The local system expert on REDUC is Don Ely of ERIC/IR, who has had considerable contact with them over the past few years.

...REDUC

"INTERNATIONAL ERIC"

The InterEd group (composed of ERIC, AEI, BEI, and CEI), met at the ERIC Facility on October 31 and November 1, directly after the annual ASIS meeting. While there was a full two-day agenda, the most important outcome of the meeting was a letter to DIALOG proposing the formation of the InterEd databases into a single identifiable "family" to be known as "International ERIC." We'll let the letter speak for itself (see **Attachment 17**).

...ERIC Facility

LATE-BREAKING NEWS

ERIC DIRECTORS MEETING AND NATIONAL FORUM ON RESEARCH, DEVELOPMENT, AND DISSEMINATION

The ERIC Directors Meeting was held in Washington on November 13, 1991, followed immediately by the National Forum on Research, Development, and Dissemination on November 14 and 15, 1991. The Directors Meeting, which usually runs for a day and a half, was highly compressed and this resulted in an active, participatory, and information-rich session. The National Forum introduced Diane Ravitch to many of the participants and featured a strong set of speakers in Ravitch, Thomas James, Eric Cooper, Carl Ball, David Kearns, Brenda Turnbull, and Milton Goldberg. Copies of the agendas for these two meetings appear as **Attachments 18** and **19**, respectively. The ERIC Facility and EDRS reports presented at the Directors Meeting appear as **Attachments 20** and **21**, respectively.

...ERIC Facility

MISCELLANEOUS

ERIC DIRECTORS--TOTAL LIST FROM ERIC'S INCEPTION

In connection with recording essential information for any future historical inquiry into ERIC, Ted Brandhorst has prepared a chart depicting all ERIC "Directors" to date, for Clearinghouses, Support Contractors, and Central ERIC. This table has received the benefit of review by all the Clearinghouses involved and is now believed to be an accurate reconstruction of the last 25 years. We take this opportunity to get it "on the record." (See **Attachment 22**).

...ERIC Facility

ERIC ACQUISITIONS ARRANGEMENTS LIST UPDATE

Included as an appendix to this issue of the EAB is the December 1991 update to the full *ERIC Acquisitions Arrangements* List, which was sent to all Clearinghouses in August. This update contains the new arrangements, as well as the changes and deletions, received through November 15, 1991. An asterisk has been add ed to any Level 2 arrangements which have been submitted using the recently approved new reproduction releases form.

...Gail Mathews (Facility)

ATTACHMENTS

SEPTEMBER 1991

Attachment 1

HEAVILY POSTED IDENTIFIERS THAT SHOULD BE CONSIDERED FOR THE ERIC THESAURUS

Alphabetical List

IDENTIFIER	POSTINGS	IDENTIFIER	POSTINGS
Aboriginal People ★★	(157)	Avoidance Behavior	(39)
Academic Discourse	(72)	Balance	(34)
Access to Health Care	(41)	Bankruptcy	(34)
Accuracy ★	(94)	Basic Writers	(69)
Active Learning	(44)	Beginning Writing	(75)
Adaptive Behavior Scales	(34)	Behavior Analysis	(42)
Adjunct Questions	(34)	Behavior Management	(55)
Administrator Behavior	(32)	Bereavement	(52)
Adolescent Suicide	(36)	Blackfeet (Tribe)	(31)
Adoptive Parents	(33)	Blame	(30)
Adult Child Relationship	(57)	Blooms Taxonomy ★	(209)
Adult Performance Level ★★ ♦	(75)	Boolean Logic	(40)
Advanced Composition	(39)	Boolean Search Strategy	(43)
Advertisements	(70)	Brain Functions	(42)
Advertising Effectiveness	(62)	Brain Research ★★	(96)
Aesthetic Reading	(43)	Browsing	(38)
Aesthetics	(51)	Bus Drivers	(41)
Affective Domain	(39)	Business Law ★ ♦	(40)
Africans	(36)	Business Role	(35)
Age Bias	(35)	Bylaws ★ ♦	(50)
Aggregation (Data)	(43)	Calendars	(30)
Aleut (Tribe) ★ ♦	(35)	Calibration	(37)
Alpha Coefficient	(32)	Canadian Studies ★ ♦	(54)
Alumni Relations	(33)	Caregiver Role	(37)
Ambulatory Health Care	(46)	Case Management	(71)
Analogical Reasoning	(70)	Categorical Data	(39)
Analogies ★	(97)	Cathode Ray Tubes	(31)
Analogy ★★	(81)	Causal Inferences ★ ♦	(58)
Analytical Chemistry	(37)	Cause Effect Relationship	(36)
Anaphora ★	(62)	Ceremonies	(39)
Angoff Methods	(53)	Change Analysis	(30)
Apache (Tribe) ★ ♦	(42)	Character Education	(40)
Archivists	(31)	Chemicals	(32)
Argumentativeness	(31)	Child Behavior	(74)
Arthritis	(30)	Child Protection	(31)
Asians ★	(62)	Child Protective Services	(31)
Aspect (Verbs)	(39)	Childrens Writing	(163)
Athletic Trainers	(38)	Chinese People ★	(97)
Attitudes toward Disabled	(36)	Choctaw (Tribe) ★ ♦	(42)
Audience Research	(42)	Choice Behavior	(48)
Augmentative Communication Systems	(56)	Class Inclusion	(39)
Australians	(30)	Classical Test Theory	(36)
Authentic Materials	(55)	Clauses	(37)
Author Reader Relationship	(64)	Client Behavior	(30)
Author Text Relationship	(65)	Coaching	(58)
Authority ★★	(88)	Coalitions	(39)
Automobile Industry	(37)	Coastal Zones	(36)

★ Carry-overs from Sep87 list.
★★ Carry-overs from earlier (1985, 1983, 1981) lists.
♦ Carry-overs with fewer than 15 postings since Sep87.

HEAVILY POSTED IDENTIFIERS THAT SHOULD BE CONSIDERED FOR THE ERIC THESAURUS

Alphabetical List

IDENTIFIER	POSTINGS	IDENTIFIER	POSTINGS
Cognitive Complexity	(38)	Constructivism ★	(153)
Cognitive Research	(53)	Consultant Role	(37)
Cold War	(51)	Consumers	(37)
Collaborative Learning	(187)	Content Area Teaching	(202)
Collaborative Research	(57)	Contests ★★ ♦	(96)
Collaborative Writing	(172)	Contextual Analysis	(51)
Collaboratives	(75)	Contingency Tables	(42)
College Costs ★★ ♦	(124)	Continuity ★ ♦	(56)
Command Language	(35)	Controversial Materials	(42)
Commitment ★★	(127)	Controversial Topics	(61)
Communication Behavior	(219)	Controversy ★	(55)
Communication Competencies	(43)	Convergent Validation	(35)
Communication Context	(34)	Conversation	(377)
Communication Patterns	(78)	Corporations ★★	(124)
Communication Strategies ★	(144)	Correctional Officers	(35)
Communication Styles	(53)	Cost Containment ★	(63)
Communicative Approach	(30)	Counseling Psychology ★	(155)
Communicator Style ★ ♦	(77)	Counties ★	(62)
Community Based Education ★★	(95)	Course Development	(48)
Community Mental Health Centers	(45)	Cree (Tribe)	(33)
Community Needs	(35)	Criminal Justice ★ ♦	(48)
Competency Lists	(31)	Criminal Justice System	(38)
Competency Tests	(40)	Crisis Management ★	(74)
Composition Theory	(85)	Cross Cultural Counseling	(50)
Comprehension Monitoring ★	(76)	Cross Validation ★	(65)
Computer Assisted Counseling ★	(65)	Crystallized Intelligence	(32)
Computer Assisted Guidance ★	(53)	Cultural Anthropology	(31)
Computer Industry	(57)	Cultural Contributions	(55)
Computer Resources	(32)	Cultural Journalism	(30)
Computer Security	(60)	Cultural Preservation	(46)
Computer Selection	(72)	Cultural Sensitivity	(43)
Computer Services	(35)	Cultural Values	(53)
Computer Users ★	(119)	Culture Based Curriculum	(43)
Concept Mapping	(52)	Culture Transmission	(35)
Conceptual Analysis ★	(70)	Curriculum Emphases	(58)
Conceptual Frameworks ★	(99)	Curriculum Management ★ ♦	(46)
Conceptual Models	(51)	Curriculum Specialists ★ ♦	(41)
Concrete Operations ★ ♦	(47)	Curriculum Theories ★★	(78)
Confidence Intervals (Statistics)	(36)	Debate Coaches	(35)
Confirmatory Factor Analysis ★	(93)	Debate Strategies	(37)
Conflict Management	(32)	Debate Theory	(49)
Confrontation	(30)	Debate Tournaments	(56)
Conjunctions	(37)	Debt (Financial) ★	(89)
Connectives (Grammar)	(30)	Decision Support Systems ★	(113)
Consciousness ★ ♦	(40)	Decision Theory	(38)
Consensus ★★	(119)	Deferred Maintenance	(33)
Constraints	(31)	Density	(34)

★ Carry-overs from Sep87 list.
★★ Carry-overs from earlier (1985, 1983, 1981) lists.
♦ Carry-overs with fewer than 15 postings since Sep87.

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HEAVILY POSTED IDENTIFIERS THAT SHOULD BE CONSIDERED FOR THE ERIC THESAURUS

Alphabetical List

IDENTIFIER	POSTINGS
Dependents Schools ★	(88)
Deregulation	(60)
Descriptive Research	(32)
Development Education ★ ♦	(54)
Developmental Theory ★	(64)
Developmentally Appropriate Programs	(88)
Dialectical Reasoning	(40)
Dichotic Listening	(40)
Differentiation	(45)
Dimensional Analysis	(33)
Direct Instruction ★★	(195)
Directed Reading Thinking Activities	(30)
Directions	(35)
Discipline Based Art Education	(93)
Discourse	(35)
Discrepancy Analysis	(40)
Disruptive Behavior	(36)
Distraction	(40)
Diversity (Institutional)	(45)
Diversity (Student)	(56)
Document Delivery Service	(30)
Domain Referenced Tests ★★ ♦	(82)
Dominant Behavior	(30)
Doublespeak	(46)
Doublespeak (Public)	(32)
Drama in Education	(71)
Drugs	(39)
Dues Checkoff	(47)
Dyadic Interaction Analysis ★	(64)
Dyads	(50)
Econometrics	(45)
Economic Awareness	(42)
Economic Concepts	(35)
Economic Growth	(30)
Economic Impact Studies ★★ ♦	(69)
Economic Theory	(41)
Editorial Policy	(67)
Educational Awareness	(35)
Educational Criticism	(39)
Educational Indicators	(50)
Educational Information ★★	(91)
Educational Issues	(148)
Educational Marketing ★★ ♦	(52)
Educational Restructuring	(74)
Educator Role	(35)
Educators ★ ♦	(54)
Effort ★★	(101)
Ego Identity	(31)
Elaboration	(45)
Elaboration Theory	(35)
Electrical Engineering	(38)
Emergency Medical Services ★ ♦	(48)
Emergent Literacy	(187)
Emotions	(61)
Empirical Research	(76)
Empiricism	(48)
Employee Participation	(34)
Employer Surveys ★★ ♦	(55)
Empowerment	(284)
Energy Consumption ★★ ♦	(62)
Energy Crisis ★ ♦	(47)
Energy Development ★★ ♦	(49)
Engineering Curriculum ★★ ♦	(119)
English (British)	(38)
English Examinations	(45)
English Speaking ★ ♦	(63)
English Teachers	(131)
Entertainment ★ ♦	(53)
Enuresis	(34)
Environmental Attitudes	(39)
Environmental Awareness ★★ ♦	(79)
Environmental Education Programs ★	(114)
Environmental Health ★★ ♦	(62)
Environmental Issues ★	(60)
Environmental Management ★★ ♦	(82)
Environmental Problems ★★ ♦	(84)
Environmental Protection	(38)
Environmental Quality ★ ♦	(44)
Equipercentile Equating ★	(52)
Error Detection	(42)
Estimation ★ ♦	(58)
Etiquette	(30)
Eugenics	(30)
Euthanasia ★ ♦	(43)
Evaluation Reports	(50)
Evidence ★ ♦	(44)
Examples	(89)
Excellence ★★ ♦	(84)
Exoffenders ★ ♦	(45)
Experts	(85)
Explanations	(48)
Expository Text	(90)
Expressive Writing	(37)
External Evaluation	(39)

★ Carry-overs from Sep87 list.

★★ Carry-overs from earlier (1985, 1983, 1981) lists.

♦ Carry-overs with fewer than 15 postings since Sep87.

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HEAVILY POSTED IDENTIFIERS THAT SHOULD BE CONSIDERED FOR THE ERIC THESAURUS

Alphabetical List

IDENTIFIER	POSTINGS	IDENTIFIER	POSTINGS
Facet Analysis	(31)	Gestalt Psychology	(41)
Facilitators ★	(67)	Global Studies	(37)
Fact Sheets	(92)	Goal Attainment Scaling	(34)
Faculty Reappointment	(36)	Goal Setting ★★	(155)
Faculty Status ★ ♦	(57)	Graphic Organizers	(40)
Fairness	(50)	Graphing (Mathematics) ★★ ♦	(64)
Faking (Testing)	(33)	Grounded Theory	(35)
Family Communication	(47)	Group Theory ★ ♦	(40)
Family Policy	(30)	Guttman Scales	(35)
Family Systems Theory	(57)	Halo Effect	(30)
Family Therapy	(36)	Hands On Experience	(38)
Farm Crisis	(69)	Happiness ★	(54)
Federal Agencies ★ ♦	(52)	Hazards	(45)
Federalism	(31)	Health Communication	(36)
Femininity ★	(71)	Health Delivery Systems	(32)
Feminist Criticism	(102)	Health Hazards	(34)
Feminist Scholarship	(63)	Health Maintenance Organizations ★	(72)
Fetal Alcohol Syndrome	(30)	Health Status	(33)
Financial Indicators ★ ♦	(45)	Heroes	(55)
First Born	(33)	Hierarchical Analysis	(30)
Fiscal Neutrality	(33)	Hispanic American Students	(30)
Fishes	(37)	Historians	(47)
Fishing	(37)	Historic Sites	(45)
Fluid Intelligence	(41)	Historical Background	(130)
Folk Music	(40)	Historical Fiction	(41)
Folktales	(68)	Historical Influences	(36)
Food Production ★ ♦	(42)	Historical Materials	(45)
Foreign Educational Credentials	(50)	Historical Methods	(68)
Forensic Science	(30)	Hollands Theory of Occupational Choice	(67)
Formal Education	(30)	Homophobia	(30)
Formula Funding	(31)	Honesty	(37)
Franco Americans	(34)	Housework	(39)
Fraud ★	(78)	Human Ecology	(37)
Free Materials ★★ ♦	(66)	Humane Education ★	(103)
Freedom ★	(58)	Humanistic Psychology	(40)
French Speaking	(42)	Idealism	(31)
Frontier History	(34)	Ideas	(37)
Frustration	(42)	Identity (Psychological)	(30)
Functional Linguistics	(39)	Identity Formation ★	(88)
Functionalism	(40)	Immigration	(84)
Funding Formulas	(39)	Immigration Impact	(46)
Gardening	(38)	Immigration Law	(66)
Gatekeeper Role	(43)	Impact ★★	(211)
Gender (Language)	(57)	Impact Aid	(39)
General Systems Theory	(35)	Impact Evaluation	(42)
Genocide	(51)	Impact Studies ★★	(222)
Geoboards	(34)	Impulsiveness	(31)

★ Carry-overs from Sep87 list.
★★ Carry-overs from earlier (1985, 1983, 1981) lists.
♦ Carry-overs with fewer than 15 postings since Sep87.

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HEAVILY POSTED IDENTIFIERS THAT SHOULD BE CONSIDERED FOR THE ERIC THESAURUS

Alphabetical List

IDENTIFIER	POSTINGS	IDENTIFIER	POSTINGS
In Loco Parentis	(40)	Knowledge Acquisition	(75)
Income Taxes	(41)	Knowledge Utilization ★	(69)
Indicators	(59)	Laboratory Interfacing	(65)
Indirect Costs	(35)	Language across the Curriculum	(42)
Individuation	(34)	Language Contact	(74)
Indoctrination	(47)	Language Functions	(35)
Inexpensive Materials ★ ♦	(42)	Language Shift	(32)
Informal Education ★★	(130)	Leadership Effectiveness	(42)
Information Age	(32)	Learner Centered Instruction	(35)
Information Analysis ★★ ♦	(49)	Learning Environment ★★	(91)
Information Industry ★	(93)	Learning Hierarchies ★★ ♦	(62)
Information Policy ★	(126)	Legal Information	(49)
Information Skills	(48)	Legal Research	(43)
Information Society	(48)	Letters of Recommendation	(37)
Informed Consent	(57)	Library Funding ★★ ♦	(64)
Institutional History ★ ♦	(53)	Library Literature	(32)
Institutional Renewal ★ ♦	(50)	Library Operations	(32)
Institutional Vitality ★ ♦	(78)	Library Procedures	(36)
Instructional Management Systems ★★ ♦	(58)	Library Science Literature	(31)
Instructional Models	(32)	Life Cycles ★★	(86)
Instructions ★★	(77)	Life Expectancy	(33)
Instrumental Enrichment	(41)	Life Planning ★★ ♦	(60)
Interactive Computer Systems	(32)	Life Span Development ★	(73)
Interactive Systems ★★	(110)	Life Transitions	(40)
Interest Groups ★ ♦	(46)	Linear Equating Method	(44)
Internal Consistency	(35)	Linear Models	(64)
International Baccalaureate	(35)	Linkage ★★ ♦	(111)
Intrapersonal Communication	(31)	Literacy Campaigns	(34)
Irish Americans	(33)	Literary Magazines ★ ♦	(55)
Iroquois (Tribe)	(32)	Literary Theory	(56)
Islam	(37)	Log Linear Models	(51)
Israelis	(48)	Loss	(41)
Item Discrimination (Tests) ★ ♦	(50)	Machiavellianism	(35)
Item Parameters ★	(93)	Machine Readable Data	(38)
Japanese Culture	(46)	Macroeconomics	(61)
Japanese People ★	(91)	Main Idea	(62)
Job Aids	(30)	Mainframe Computers	(48)
Job Literacy	(45)	Management Practices	(46)
Job Stress ★ ♦	(49)	Management Skills	(59)
Journal Articles ★★	(103)	Management Styles	(52)
Journalism Research	(247)	Managerial Communication	(31)
Journalists	(136)	Mandatory Programs	(31)
Kappa Coefficient	(32)	Mandatory Retirement	(54)
Keller Plan	(127)	Manuscripts	(36)
Keywords	(44)	Maori (People) ★ ♦	(53)
Kibbutzim ★★	(106)	Mapping	(31)
Knowledge ★★	(150)	Markedness	(51)

★ Carry-overs from Sep87 list.
★★ Carry-overs from earlier (1985, 1983, 1981) lists.
♦ Carry-overs with fewer than 15 postings since Sep87.

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HEAVILY POSTED IDENTIFIERS THAT SHOULD BE CONSIDERED FOR THE ERIC THESAURUS

Alphabetical List

IDENTIFIER	POSTINGS
Market Analysis	(34)
Market Research ★	(73)
Masculinity ★	(100)
Masculinity Femininity Variable ★ ♦	(38)
Maslows Hierarchy of Needs ★ ♦	(50)
Mathematics History ★★ ♦	(86)
Mean Length of Utterance	(33)
Meaningful Instruction	(37)
Meaningfulness	(34)
Media Bias	(63)
Media Coverage	(128)
Media Education	(58)
Media Exposure	(45)
Media Government Relationship	(95)
Media Literacy	(42)
Mediation ★	(78)
Mental Computation ★ ♦	(45)
Mental Imagery	(38)
Message Design	(47)
Message Perception	(39)
Meta Evaluation ★ ♦	(47)
Metacomprehension	(32)
Metaphorical Thought	(33)
Metaphysics	(40)
Methadone	(33)
Methylphenidate	(34)
Metis (People) ★ ♦	(76)
Microeconomics	(34)
Missing Data	(43)
Missionaries	(33)
Mock Trials	(39)
Modal Auxiliary Verbs ★★ ♦	(45)
Money	(34)
Monitor Model	(31)
Monitoring ★★	(125)
Monkeys	(32)
Monographs	(55)
Moral Reasoning ★	(101)
Mormons	(42)
Multidimensional Approach	(38)
Multinational Corporations	(42)
Multiple Measures Approach	(33)
Multitype Library Cooperation	(33)
Multitype Library Networks	(33)
Murals	(32)
Mysteries (Literature)	(30)
Names ★★	(89)
Narrative Text	(100)
National Bibliographies ★ ♦	(48)
National Curriculum	(36)
National Information Systems	(32)
National Longitudinal Surveys	(36)
National Policy	(35)
National Teacher Examinations ★	(168)
Native Language	(31)
Natural Language ★	(73)
Naturalistic Evaluation	(30)
Naturalistic Research ★★ ♦	(78)
Nature	(33)
Nature Study	(37)
Naval Training	(34)
Nedelsky Method	(39)
Negligence ★	(75)
Negotiation Processes ★	(89)
Negotiators	(38)
Neologism ★ ♦	(42)
Networking ★★	(72)
Neurological Impress Method	(30)
New Social Studies ★ ♦	(41)
News Sources	(73)
News Stories	(74)
News Topics	(31)
Newsmagazines	(44)
Newspaper Circulation	(43)
Nineteenth Century History	(37)
Noninstructional Staff	(44)
Nonnative Speakers	(44)
Normal Children ★	(87)
Normal Curve Equivalent Scores	(42)
Nuclear Magnetic Resonance	(57)
Nuclear Reactors	(38)
Nuclear Weapons	(50)
Number Theory	(30)
Nurturance	(44)
Objectivity ★★	(94)
Older Workers ★	(91)
One Parameter Model	(39)
Opinion Polls	(42)
Oral Proficiency Testing	(31)
Organizational Analysis	(30)
Organizational Behavior	(43)
Organizational Culture	(136)
Organizational Research	(83)
Organizational Skills	(36)

★ Carry-overs from Sep87 list.
★★ Carry-overs from earlier (1985, 1983, 1981) lists.
♦ Carry-overs with fewer than 15 postings since Sep87.

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HEAVILY POSTED IDENTIFIERS THAT SHOULD BE CONSIDERED FOR THE ERIC THESAURUS

Alphabetical List

IDENTIFIER	POSTINGS	IDENTIFIER	POSTINGS
Orthography	(47)	Popular Music	(30)
Otitis Media	(38)	Positive Attitudes	(35)
Out of Level Testing ★ ♦	(39)	Positivism ★	(61)
Overcorrection	(34)	Posters	(41)
Oxygen Consumption	(31)	Postmodernism	(41)
Paired Comparisons ★ ♦	(50)	Posttraumatic Stress Disorder	(55)
Papago (Tribe) ★ ♦	(50)	Power ★	(74)
Paper and Pencil Tests	(75)	Power (Statistics) ★★	(118)
Parametric Analysis	(51)	Pragmatism	(33)
Paraphrase	(46)	Praise	(40)
Parent Child Centers	(34)	Preapprenticeship Programs ★★ ♦	(90)
Parsing	(44)	Preference Patterns	(38)
Partnerships ★	(139)	Prenatal Care	(54)
Partnerships in Education	(109)	Prereading Activities	(74)
Passives	(39)	Press Responsibility	(30)
Peace Education	(41)	Pricing ★	(77)
Pearson Product Moment Correlation	(90)	Prime Time Television	(42)
Performance Based Evaluation	(31)	Principal Components Analysis	(32)
Performance Indicators	(44)	Print Awareness ★	(97)
Periodic Table	(39)	Printed Materials ★	(138)
Permanency Planning (Foster Care)	(35)	Printmaking	(39)
Personal Construct Theory ★	(54)	Priorities ★	(66)
Personal Experiences	(92)	Private Industry Councils ★	(64)
Personnel Files ★	(87)	Probabilistic Models	(30)
Persuasive Strategies	(32)	Process Analysis ★	(54)
Pets ★	(78)	Process Skills	(44)
Phenylketonuria	(42)	Procrastination	(31)
Philosophy of Science	(48)	Product Development	(35)
Piagetian Research ★ ♦	(40)	Professional Behavior	(32)
Piagetian Tests ★ ♦	(77)	Professional Concerns	(69)
Pictures	(37)	Professional Ethics	(69)
Pitch (Music)	(32)	Professional Literature	(42)
Planned Variation ★ ♦	(36)	Professional Role ★	(84)
Pluralism	(33)	Professionalism ★★	(351)
Policy Analysis	(115)	Program Characteristics	(149)
Policy Implementation	(56)	Program Monitoring	(36)
Policy Issues	(42)	Program Objectives ★	(63)
Policy Makers	(35)	Proposed Legislation ★	(178)
Policy Research	(38)	Prose Learning ★★ ♦	(117)
Politeness	(54)	Prototypes	(89)
Political Advertising	(39)	Psychoanalytic Theory	(48)
Political Communication	(78)	Psychological Influences	(35)
Political Education	(36)	Psychosocial Development ★	(62)
Political History	(45)	Puberty	(63)
Political Rhetoric	(88)	Public Access ★★ ♦	(64)
Political Theories	(31)	Public Broadcasting	(32)
Polymer Chemistry	(33)	Public Interest	(34)

★ Carry-overs from Sep87 list.
★★ Carry-overs from earlier (1985, 1983, 1981) lists.
♦ Carry-overs with fewer than 15 postings since Sep87.

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HEAVILY POSTED IDENTIFIERS THAT SHOULD BE CONSIDERED FOR THE ERIC THESAURUS

Alphabetical List

IDENTIFIER	POSTINGS	IDENTIFIER	POSTINGS
Public Service Advertising	(38)	Research Replication	(31)
Pupil Control Ideology	(30)	Research Results ★	(101)
Purpose (Composition)	(55)	Research Trends ★	(70)
Quality Indicators	(36)	Residuals (Statistics)	(32)
Query Negotiation (Library Science)	(41)	Resource Utilization ★ ♦	(49)
Question Types	(40)	Respiration ★ ♦	(47)
Questions ★★	(172)	Response Patterns	(50)
Quotations	(37)	Response to Literature	(108)
Radicalism	(46)	Retesting	(35)
Rank Order	(51)	Reticence	(35)
Ranking ★	(104)	Retrieval (Memory) ★	(71)
Rare Books ★	(58)	Reverse Transfer Students	(40)
Rate of Return	(31)	Revision Processes	(47)
Rationality	(44)	Revisionism	(33)
Reader Response Criticism	(32)	Rhetorical Devices	(62)
Readership Analysis ★	(71)	Rhetorical Effectiveness	(56)
Reading Behavior	(83)	Rhetorical Stance	(31)
Reading Fluency	(57)	Rhetorical Strategies	(177)
Reading Motivation	(204)	Rhythm ★	(62)
Reality ★	(55)	Riddles	(30)
Reauthorization Legislation ★★	(121)	Risk Management ★	(79)
Recession ★ ♦	(50)	Risk Taking	(31)
Recipes (Food) ★ ♦	(60)	Rituals ★	(68)
Reciprocal Teaching	(37)	Rule Application	(46)
Reciprocity ★★ ♦	(66)	Rule Learning ★★ ♦	(65)
Referential Communication ★	(70)	Rules and Regulations ★★	(101)
Referents (Linguistics) ★	(73)	Schema Theory	(129)
Reflective Teaching	(124)	Scholarly Writing	(49)
Reflective Thinking ★	(95)	School Culture	(68)
Reform Efforts	(66)	Science Achievement	(36)
Refugee Assistance	(34)	Science Policy ★ ♦	(53)
Regional Educational Service Agencies	(33)	Science Writing	(47)
Registers (Linguistics)	(37)	Screening Procedures	(41)
Regulatory Agencies	(46)	Scripts (Knowledge Structures)	(34)
Rehearsal Strategies	(36)	Search Behavior	(44)
Relative Clauses ★ ♦	(47)	Secondary Analysis ★★ ♦	(46)
Relativism	(41)	Secular Humanism	(39)
Religious Freedom	(57)	Selection Tools	(62)
Religious Fundamentalism	(36)	Selective Attention ★ ♦	(50)
Reluctant Readers	(42)	Self Awareness	(113)
Remote Sensing	(35)	Self Monitoring ★	(153)
Repeated Measures Design ★★ ♦	(77)	Self Regulation ★	(80)
Repeated Readings	(43)	Self Report Measures ★	(105)
Repetition (Language)	(34)	Semantic Mapping	(61)
Replication ★ ♦	(49)	Sequences (Mathematics) ★★ ♦	(49)
Requests	(34)	Service Delivery Assessment	(35)
Research Priorities	(31)	Service Utilization	(37)

★ Carry-overs from Sep87 list.
★★ Carry-overs from earlier (1985, 1983, 1981) lists.
♦ Carry-overs with fewer than 15 postings since Sep87.

1551

HEAVILY POSTED IDENTIFIERS THAT SHOULD BE CONSIDERED FOR THE ERIC THESAURUS

Alphabetical List

IDENTIFIER	POSTINGS	IDENTIFIER	POSTINGS
Sexual Attitudes	(37)	Structuralism ★ ♦	(56)
Shelters	(50)	Structure of Intellect ★ ♦	(61)
Single Subject Research Design	(50)	Structure of Knowledge ★ ♦	(39)
Site Visits ★ ♦	(57)	Student Surveys	(66)
Situational Variables ★★ ♦	(81)	Stylistics ★	(51)
Slang	(35)	Subjectivity ★ ♦	(52)
Small Group Communication ★	(73)	Sudden Infant Death Syndrome	(33)
Small School Districts	(40)	Summarization ★	(102)
Smokeless Tobacco	(35)	Support Services	(43)
Social Comparison ★	(67)	Support Systems	(136)
Social Learning Theory	(53)	Survival Competencies	(35)
Social Movements	(36)	Survival Language	(34)
Social Policy ★	(68)	Survival Skills ★★ ♦	(68)
Social Security ★	(156)	Syllogistic Reasoning	(30)
Social Security Benefits	(41)	Symbolic Interactionism	(30)
Sociologists	(38)	Symbolic Representation	(34)
Sociometric Status	(46)	Synergy	(34)
Socratic Method	(52)	Synonyms ★ ♦	(44)
Southeast Asians	(70)	Syntactic Complexity	(38)
Soviet Education	(37)	Syntactic Maturity ★ ♦	(38)
Spanish Surnamed ★ ♦	(35)	T Test	(51)
Speaking Writing Relationship ★	(82)	T Units	(36)
Special Interest Groups	(49)	Target Populations	(31)
Speech Communication Education	(99)	Task Force Approach ★	(65)
Speech Perception	(46)	Tax Exemptions ★	(50)
Spelling Growth	(47)	Tax Limitations	(30)
Spinal Cord Injuries	(32)	Teacher Candidates	(53)
Sponsored Research ★ ♦	(50)	Teacher Competency Testing	(46)
Sponsors	(39)	Teacher Knowledge	(59)
Spontaneous Speech ★ ♦	(47)	Teacher Librarians	(30)
SQ3R Study Formula	(54)	Teacher Researcher Cooperation	(30)
Stakeholders	(35)	Teacher Researchers	(137)
Standard Setting ★	(111)	Teacher Stress	(36)
Standardization ★★	(82)	Teacher Student Conferences ★★	(88)
State Aid Formulas ★ ♦	(40)	Teacher Surveys	(61)
State Governors	(47)	Technical Assistance Centers ★ ♦	(43)
State Role	(38)	Technical Communication	(121)
States (Geopolitical Regions)	(32)	Technical Language	(31)
Status Offenders ★ ♦	(49)	Technological Change	(52)
Sterilization	(37)	Television Criticism	(55)
Stochastic Analysis	(35)	Television Networks	(63)
Story Content	(33)	Television News	(107)
Story Telling by Children	(36)	Temporary Employment	(38)
Story Writing	(59)	Test Batteries ★ ♦	(65)
Strategic Behavior	(36)	Test Retest Reliability	(40)
Strategy Training	(35)	Test Specifications ★ ♦	(40)
Stress (Biological) ★★	(77)	Testimony ★ ♦	(45)

★ Carry-overs from Sep87 list.
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♦ Carry-overs with fewer than 15 postings since Sep87.

1552

HEAVILY POSTED IDENTIFIERS THAT SHOULD BE CONSIDERED FOR THE ERIC THESAURUS

Alphabetical List

IDENTIFIER	POSTINGS
Text Design	(39)
Text Factors	(210)
Text Learning	(34)
Text Organization	(44)
Text Processing (Reading)	(76)
Textual Analysis ★	(90)
Theology	(31)
Theoretical Analysis ★	(101)
Theoretical Orientation	(41)
Theory Development ★★	(167)
Three Parameter Model	(111)
Thresholds	(31)
Time Series Analysis ★★ ♦	(76)
Time Studies	(31)
Titles	(33)
Tolerance	(39)
Topic Selection	(54)
Total Physical Response	(44)
Trade Books	(121)
Training Effectiveness	(45)
Training Needs	(88)
Transcription	(39)
Triangulation	(34)
Tribally Controlled Education	(30)
Truth	(35)
Tuition Benefit Programs ★ ♦	(53)
Turn Taking	(47)
Tutorial Mode ★ ♦	(37)
Two Parameter Model	(42)
Type I Errors ★	(91)
Typography ★	(69)
Uncertainty ★	(66)
Unidimensional Scaling	(33)
Unidimensionality (Tests)	(54)
Union Rights ★	(98)
Unit of Analysis Problems ★ ♦	(42)
University Affiliated Facilities	(32)
User Characteristics	(32)
User Cordial Interface ★	(103)
User Fees	(46)
User Preferences	(34)
User Training	(38)
Uses and Gratifications Research	(31)
Value Added	(53)
Variables	(36)
Variance (Statistical)	(88)
Vendors ★★	(176)
Video Technology	(62)
Vocalization ★	(63)
Voice (Rhetoric)	(83)
Volcanoes	(31)
Voting Behavior	(51)
Walking	(33)
Weapons	(36)
Weaving	(32)
Weeding (Library) ★ ♦	(53)
Weight Loss	(35)
Weighted Term Searching	(47)
Wellness ★	(55)
West Indians	(98)
Wilderness Education Programs ★ ♦	(47)
Womens Literature	(46)
Word Order ★	(58)
Words	(33)
Workplace Literacy	(148)
World Order	(31)
Writing Conferences	(46)
Writing Contexts	(228)
Writing Development	(171)
Writing Functions	(36)
Writing Groups	(35)
Writing Models	(71)
Writing Style	(92)
Writing Tasks	(93)
Writing to Learn	(81)
Writing Topics	(65)
Zero Base Budgeting ★★ ♦	(55)

★ Carry-overs from Sep87 list.
★★ Carry-overs from earlier (1985, 1983, 1981) lists.
♦ Carry-overs with fewer than 15 postings since Sep87.

Attachment 2

ORDER FORM

ERIC

DOCUMENT REPRODUCTION SERVICE - EDRS

Operated by: Cincinnati Bell Information Systems (CBIS) Federal Inc.
7420 Fullerton Road · Suite 110
Springfield, Virginia 22153-2852

Please allow 3 to 5 business days for EDRS to process your order and at least one week for shipping.

TELEPHONE ORDERS: Call 1-800-443-ERIC or (703) 440-1400
FAX ORDERS: (703) 440-1408
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Date: _____

Name: _____

Organization: _____

Ship To: _____

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Telephone: _____

Method of Payment

☐ Check or Money Order (U.S. Dollars) $_____

☐ Purchase Order (Over $50.00-Domestic Only) #_____

☐ Charge My Deposit Account #_____

Charge My ☐ Visa ☐ MasterCard

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(Required to Validate All Deposit Account and Credit Card Orders)

ORDERING INSTRUCTIONS

- Enter 6-Digit ED Number
- Enter Number of Pages in Document
- Enter Document Price from Price Schedule Below
- Enter Quantity, Specifying Microfiche (MF) or Paper Copy (PC)
- Enter Total Price per Document
- Enter Shipping Charges - See Instructions on Reverse

ED Number	No. of Pages	Document Price	Quantity MF	Quantity PC	Total Price
		Subtotal			
		VA Residents Add 4.5% Sales Tax			
		Shipping			
		TOTAL COST			

ERIC DOCUMENT PRICE SCHEDULE**
Based on Number of Pages in Original Document

Paper Copy (PC)			Microfiche (MF)		
Price Code	No. of Pages	Price	Price Code	No. of Pages	Price
PC01	1 - 25	$ 3.12	MF01	1 - 480	$1.15
PC02	26 - 50	$ 6.24	MF02	481 - 576	$1.40
PC03	51 - 75	$ 9.36	MF03	577 - 672	$1.65
PC04	76 - 100	$12.48	MF04	673 - 768	$1.90
PC05	101 - 125	$15.60	MF05	769 - 864	$2.15
PC06	125 - 150	$18.72	MF06	865 - 960	$2.40
PC07	151 - 175	$21.84	MF07	961 - 1056	$2.65
Each Additional 25 Pages or Fraction = $3.12			Each Additional 96 Pages (1 Microfiche) or Fraction = $.25		

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Prices will change January 1 of each year.

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Effective September 15, 1991

SHIPPING INFORMATION

Please consult appropriate rate chart.
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- All Microfiche (MF) orders under 81 microfiche are shipped via USPS 1st Class

UPS rates as shown are based on the Zone furthest from Springfield, VA. Your shipping charges should not exceed these rates.

PLEASE NOTE: SHIPPING COSTS CAN CHANGE WITHOUT NOTICE

UPS RATE CHART
Shipping Charges should not exceed the following:

1 lb.	2 lbs.	3 lbs.	4 lbs.	5 lbs.
81-160 MF or 1-75 PC (Pages) $2.79	161-330 MF or 76-150 PC (Pages) $3.30	331-500 MF or 151-225 PC (Pages) $3.74	501-670 MF or 226-300 PC (Pages) $4.09	671-840 MF or 301-375 PC (Pages) $4.31
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$.29	$.52	$.75	$.98	$1.21	$1.44	$1.67

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- Based on International Postage Rates in effect
- Allow 160 Microfiche or 75 Paper Copy pages per pound
- Specify exact mail classification desired

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Customers who have a continuing need for ERIC Documents may open a Deposit Account by depositing a minimum of $300.00. Once an account is opened, ERIC Documents will be sent upon request, and the account charged for the actual cost and postage. A monthly statement of the account will be furnished.

STANDING ORDER SUBSCRIPTION ACCOUNTS

Subscription Orders for documents in the monthly issues of Resources in Education (RIE) are available on microfiche from EDRS. The microfiche are furnished on diazo film and without protective envelopes at $0.111 per microfiche. If you prefer silver halide film, the cost is $0.225 per microfiche, and each microfiche is inserted into a protective envelope. Prices are good through December 31, 1991, and do not include shipping charges. A Standing Order Account may be opened by depositing $1,500.00 or submitting an executed purchase order. The cost of each issue and shipping will be charged against the account. A monthly statement of the account will be furnished.

BACK COLLECTIONS

Back collections of documents in all issues of RIE since 1966 are available on microfiche at a unit price of $0.131 per microfiche. The collections are furnished on diazo film without envelopes. Prices are good through December 31, 1991, and do not include shipping charges. For pricing information, write or call toll-free 1-800-443-ERIC.

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   For all orders that are not prepaid and require an invoice, payment shall be made net thirty (30) days from the date of the invoice.

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4. QUALITY

   CBIS Federal will replace products returned because of reproduction defects or incompleteness caused by EDRS.

Attachment 3

E-MAIL

Instructions for Entering and Exiting E-Mail

TO ENTER E-MAIL

The black screen means you are in DOS.

At the "C" Prompt, Type CD/SCOM

Type SCOM again.

The Smartcom Blue Screen comes up. Select:

1 (One)	Begin Communication
O ("Oh")	Originate
W	Enter Whatever Label Designates E-Mail in your Communication Directory.

Modem "Waiting," then "Dialing,"

"Please enter first and last name"

Kevin Arundel/CERIC

"Your Name is 'Kevin Arundel/CERIC'. Is that Correct?"

Y

"Password?"

Type Your Password. [It will not appear on the screen.]

E-mail menu appears. Proceed, e.g., ".MSG to read messages, ".ENT" to enter a message.

TO EXIT E-MAIL

Get to "Command" mode (>) rather than "Message" mode (?), either by reading last message available or by typing A "Abort" after last message read.

Type .BYE	
Hit F1	(to get back to menu)
Hit 0	(Zero) to end session
Hit E	E (to exit E-Mail)

Attachment 4

A Conversation With Diane S. Ravitch

New O.E.R.I. Head Sees Top Priority Ways To Marry Research and Practice

Diane S. Ravitch, the well-known education historian, was sworn in last week as assistant U.S. secretary of education for educational research and improvement and counselor to the secretary.

The author of numerous books and articles, most recently The American Reader, *an anthology of writings and speeches that illustrate American history, Ms. Ravitch has been a leading voice in the debates over history instruction, multicultural education, and other issues.*

She also served as a principal author of California's new curriculum framework in history and social studies, and as co-director of a study sponsored by the National Academy of Education that set an agenda for education research. The academy's study, "Research and the Renewal of Education," was released this month.

Approved unanimously by the Senate Labor and Human Resources Committee and the full Senate, Ms. Ravitch's nomination comes as the Bush Administration has pledged a major research effort as part of its education strategy, America 2000. But these efforts have also sparked some concern in the Congress, which has moved to restrict the ability of the office of educational research and improvement to act on the strategy without Congressional approval.

Speaking on her first full day on the job, Ms. Ravitch discussed her agenda with Associate Editor Robert Rothman.

Q. The new National Academy of Education study, which you co-directed, called for a major increase in funding for research and a greater emphasis on comprehensive studies. Now that you are in a position to make policy, how do you plan to implement those recommendations?

A. The main thing that came out of that report was that there is a sense of vision needed. I'm going to try to bring what I see as a comprehensive strategy [to] research: connecting research to practice.

One of the lessons of the study is that research and practice should be tied together. Researchers should be asking all the time: Why are we doing this? What can it bring to practice? I will be asking those questions, and I will encourage people at O.E.R.I. to be asking them, too.

Q. Do you share the priorities for the research agenda listed in the academy's report [including active learning over the lifespan, assessment, bolstering achievement of underserved groups, school organization, and connecting research to teaching]?

A. I don't know whether I can say those are exactly mine. I'm now in a different situation. There are specific things I want to accomplish, [however].

I want to initiate a dynamic program of disseminating research findings. I see this today as one of the urgent priorities O.E.R.I. has. We know a lot, but it's not getting across. We need to make clear what we know, and bring it to much broader audiences.

I envision a dynamic program of developing videotapes, audiotapes, and interactive software, all the technology necessary to communicate today. This is something we do not now have. The need is not to produce more reports, but to find other media to disseminate research findings. In the past, what was considered a success was to reach tens of thousands. I will consider it a success if we reach tens of millions. We've never had that goal.

The ability to do this depends on getting an increase in funding. It is not presently in our budget. I can't say whether I can turn it around. But I will make the case, and say the purpose of additional money is for new research, and be visionary in how we communicate it to the general public.

Q. Is disseminating knowledge the major problem, or is there also a need to create new knowledge?

A. There is some knowledge that needs developing, but we have not had the funding to communicate it. There is a lot of knowledge here, in the public domain, but it has not been put in formats [in which] people can understand it and use it.

There is also an ongoing commitment to develop new knowledge.

Q. The Bush Administration's major research initiative is being conducted by the private sector through the New American Schools Development Corporation [established in conjunction with America 2000]. What is O.E.R.I.'s role in the Administration's effort?

A. O.E.R.I. will be assisting the New American Schools Development Corporation. These are not competing efforts; they are cooperative and collaborative. We're not working toward different ends; we're working toward the same ends.

I will be working with the RAND Corporation [which is assisting the new-schools corporation], and other people at O.E.R.I. will be as well.

I see what we've gotten as additional resources to accomplish common goals.

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BEST COPY AVAILABLE

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

JUL 25 1991

Dear Colleagues:

A number of people have asked me about my priorities as Assistant Secretary for Educational Research and Improvement. I thought that I should communicate them first to you, the professional staff of OERI. What people do and believe is clearly a product of their own experience, and you are entitled to know where I am coming from.

I have spent my professional life as a researcher and a writer. I am dedicated both to understanding education and to communicating my findings to a larger public.

As I went through the confirmation process, I met with the staff of several Senators. I assured them, as I assure you, that my first commitment is to the highest standards of professionalism. I believe in the value of educational research, and I want to see it nurtured and strengthened in the service of improvement. I believe that educational research that is funded by the public must benefit the public and must be transmitted in ways that reach the people who can use it for the public weal.

During the many weeks while I studied OERI and thought about how I might contribute to its work, I evolved the following principles:

1. We will focus our programs and activities towards supporting the national goals and America 2000. We will seek clear linkages between research and practice and will ask about each activity: Why are we doing this? What will it accomplish? Who will benefit? Will it help solve a pressing educational problem? How?

2. We will seek to strengthen research through rigorous evaluations.

3. We will vigorously develop research syntheses, in order to assist larger numbers of people to understand research findings. We will engage in a dynamic program of dissemination and communication of research findings through video, audio, and interactive software. We will target specific audiences: researchers, policymakers, practitioners, parents, and students. Some products will be aimed at an audience of thousands (e.g., researchers, policymakers); others will be aimed at an audience of millions (e.g., teachers, parents, students).

I am interested in your reactions. And I welcome your help.

Diane Ravitch

Diane Ravitch
Assistant Secretary

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WASHINGTON, D.C. 20208—_____

Attachment 5

AMERICA 2000

NUMBER 1, WEEK OF SEPTEMBER 1, 1991 U.S. DEPARTMENT OF EDUCATION

AMERICA 2000 is on the move...

There are a thousand good ways to become a part of AMERICA 2000. Our nation's greatness is based on the simple fact that not only is every individual different, but every state and every community in America is different too. The AMERICA 2000 framework recognizes that what your community wants to be, and how you get there, is totally up to you and your neighbors.

The President has challenged every neighborhood, town and city in the nation to become an AMERICA 2000 community by adopting the six National Education Goals; developing a community-wide strategy to achieve them; designing a report card to measure results; and planning and supporting a "break the mold" New American School.

Together, we can meet the ambitious goals the President and the nation's governors have set for us. It will happen one community at a time, one AMERICA 2000 Community at a time.

Lamar Alexander

Lamar Alexander
Secretary of Education

AMERICA 2000 Hotline

We're ready to help. More than 2,500 people called last week for information about AMERICA 2000.

1-800-USA-LEARN

In D.C. Metropolitan Area (202) 401-2000

States sign on to education strategy; President Bush addresses nation

This week Maine, Maryland, Nebraska and the city of Omaha will join AMERICA 2000. Also, President Bush gave a "State of American Education" speech September 3 in Maine, where he launched MAINE 2000 with Gov. John McKernan (R).

This week Maine, Maryland, Nebraska and the city of Omaha will join AMERICA 2000.

"Momentum is building," said Michael Jackson, the head of AMERICA 2000 at the U.S. Department of Education. "We are here to help all communities as they plan their own efforts and find their own ways of transforming their schools."

On August 22, Oregon joined Colorado as one of the first states to accept the AMERICA 2000 challenge to transform its schools, community by community.

"Oregon is ready to make dramatic changes....to meet the state's ambitious benchmark for our schools and our students," said Oregon Governor Barbara Roberts (D).

Education Secretary Lamar Alexander lauded Oregon's leader for taking "bold bipartisan action" to help each community achieve the National Education Goals.

"Oregon 2000 is the way for Oregon to help itself over the next several years move toward the National Education Goals, but to do it Oregon's way," Alexander said.

Other recent AMERICA 2000 activities are:

▲ **TULSA 2000** was launched August 23. Sen. Don Nickels (R), Mayor Roger Randle (see *States*, on reverse.)

Public strongly supports AMERICA 2000

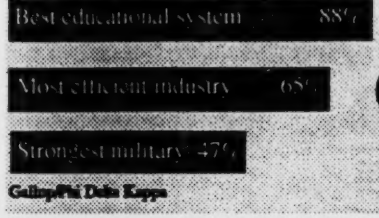
By overwhelming margins, the American public supports the six National Education Goals and virtually every aspect of AMERICA 2000, a new national survey shows.

According to the 1991 Gallup/Phi Delta Kappa poll, which is recognized as the most comprehensive survey of American attitudes on education issues, the public is solidly behind the Bush administration strategy.

Among the poll's major findings:

Accountability—By a margin of better than 3 to 1, the public favors "report cards" showing how much progress schools are making in reaching the National Education Goals.
(see *Support*, on reverse.)

How important is each factor to the nations future?
"Very Important"



Gallup/Phi Delta Kappa

Support continued

American Achievement Tests—77 percent of the people favor national tests to measure academic achievement.

Choice of Schools—By nearly a 2 to 1 margin, Americans favor allowing students and parents to choose which public schools the students attend.

Rewarding teachers—69 percent of the public favor rewarding particularly effective teachers.

Extending the school year and the school day—For the first time, the poll found that a majority of Americans—51 percent—favor extending the school year. The public is split on whether to lengthen the school day. Forty-eight percent of the people oppose the idea while 46 percent are in favor of it.

Notes...

- ▲ The President will join Education Secretary Alexander and the nation's governors on September 4 for the first **AMERICA 2000 Daily Conference Call**. Each day Secretary Alexander will listen in as Governors and other AMERICA 2000 leaders report progress toward the National Education Goals.
- ▲ MARYLAND 2000 will be launched on September 5 by Governor Donald Schaefer (D) and legislative leaders, with the help of the First Lady, four cabinet secretaries, and Deputy Secretary of Education David Kearns. On the same day, Secretary Alexander and five other cabinet secretaries will join Governor Ben Nelson(D), education and business leaders to kick off NEBRASKA 2000 and OMAHA 2000.
- ▲ A recent USA Today poll found that 28 out of 37 governors support the AMERICA 2000 strategy and think it will work.

and Quotes:

- ▲ OREGON 2000 is "intended to get people thinking differently before we spend money," says Oregon Governor Barbara Roberts(D).
- ▲ The **Memphis Commercial Appeal** writes that being a part of AMERICA 2000 "will be much more than a 'feather in the cap.' It will be a chance to do something concrete about reform instead of just talking about it."
- ▲ Ted Marchese in **Change**: "AMERICA 2000 could be education's chance for a breakthrough."

States continued

and Secretary Alexander attended the kickoff.

▲ **The Oklahoma City Education Round Table** met Aug. 23 to consider plans for OKLAHOMA CITY 2000.

▲ **COLORADO 2000** Communities are following up the launch of COLORADO 2000 and the statewide teleconference by holding community town meetings to begin developing a strategy and a report card for measuring progress toward the goals.

▲ **LEHIGH VALLEY 2000** was formed August 16 by the Lehigh Valley Business-Education Partnership.

▲ **TheBrenham Education Strategy Team** introduced AMERICA 2000 to Brenham, Texas. The team plans to adopt the National Education Goals and create a New American School.

▲ **The New American Schools Development Corporation** met August 26 and 27 in the first of three design conferences to solicit input on the bidding process the corporation will use to select design teams. The teams will help communities create "break the mold" schools for tomorrow's students. More than 500 scholars, business people, civic leaders and educators attended the first session. A second will be held Sept. 13 in Los Angeles.

For more information about the design competition, write the corporation at 1000 Wilson Boulevard, Suite 2710, Arlington, Virginia 22209.

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Attachment 6

MEMORANDUM

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

TO: Milt Goldberg, Director, OR
Nelson Smith, Director, PIP
Margo Anderson, Acting Director, FIRST
Anne Mathews, Director, LP
Senior Program Managers
OERI Project Officers

JUL ?

FROM: Dick Haya
Deputy Assistant Secretary
for Operations

SUBJECT: Project Management Information System (PMIS)

Since 1980, OERI has operated and maintained a Project Management Information System (PMIS), which was designed to serve as a comprehensive on-line database of information on educational research, improvement, statistical, and library projects funded by OERI. The system contains abstracts and descriptive characteristics as well as financial and administrative data for over four thousand projects.

Operations is currently engaged in an effort to update the PMIS database with comprehensive, current information on OERI projects funded in Fiscal Years 1989 through 1991. Our intent is to restore and maintain the quality of what is taken for granted in most research agencies as a basic, essential reference tool--a computerized system to provide the Office of the Assistant Secretary and each of OERI's program offices with an up-to-date picture of the project activities which we currently support. We expect to assemble a database which will be used to produce briefing materials for the incoming Assistant Secretary, as well as quick responses to information requests from Congress, OPBE, and the AMERICA 2000 staff.

We envision a system which can produce up-to-date catalogs on the National Education Goals and a variety of other topics, and which will give each OERI unit, if not all of OERI's institutional monitors, on-line access to a searchable database of all of OERI's current projects. It would allow researchers developing proposals and OERI staff reviewing them to avoid duplication of effort, identify research gaps, and contact peers engaged in related work. It would supplement ERIC literature searches by providing early information on work in progress before findings are published or posted to ERIC.

In the last two years, significant progress has been made toward these goals. Coverage has been expanded with the addition of several hundred FIRST and Library Programs projects. NDN, ERIC, and LEAD projects have been brought up to date. To improve Lab and Center information, language was included in the Lab/Center recompetition requiring each institution to regularly submit project updates. The data entry burden has been eased by dropping non-essential information elements and reducing the input form from eight pages to four. The PC-based system can be installed in program offices to enable staff to directly enter and update their project descriptions, as well as to run searches and produce reports.

The ERIC Facility has been retained to professionally index each project using a customized subset of the *ERIC Thesaurus*. The system is also able to classify and report projects according to the National Education Goals they address. Desktop-published catalogs can be produced on selected topics. The database can be made available on-line for keyword and full-text searches through OERI's Toll-Free Bulletin Board, which is accessible through the Department's Local Area Network as well as nationally via two toll-free telephone lines (Access can be restricted as appropriate). Plans for the Institutional Communications Network (INet) propose that PMIS be the first database made available on the network.

The success of the system depends on cooperation between the program managers and project officers in OR, PIP, LP, and FIRST and the staff of the Education Information Resources Division (EIRD) who operate the PMIS system. Each program office should appoint an individual as PMIS liaison to work with PMIS staff and project officers to collect and enter information on new, missing, active, and completed projects. With your assistance, we will be able to compile complete, up-to-date information on FY 1989-91 projects by the end of October, 1991.

Project officers will be expected to provide information on new and missing projects, update active projects with continuation funding and significant changes, and close out completed projects with information on products and accomplishments. During the catch-up process for FY 1989-91 projects, project officers will also be expected to identify the National Education Goals addressed by each project, and to ensure that existing project descriptions are suitable for the system's intended audiences.

Ella Jones and Keith Stubbs will contact each Senior Program Manager within the next two weeks to set up an orientation meeting and provide reports of the information which PMIS currently contains on each program office's projects.

Attachment 7

SCIENCE

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Meeting Information Needs

The proliferation of journals and their increased costs led to serious worldwide information problems for scientists. For researchers living in the United States an information glut arose that has been alleviated in part by the ability to use computers in sifting information from electronic databases. On-line searches have been supplemented by compact disc–read only memory (CD-ROM), which can store the equivalent of hundreds of books on a single disc.

A completely different situation prevails in many other countries, particularly those of the sub-Saharan region of Africa, where information poverty exists. For a decade or more, many of the university libraries of the region have found it difficult or impossible to obtain the funds necessary to pay for scientific journals.

The AAAS has coordinated a cooperative effort to provide journal subscriptions for key libraries of the sub-Saharan region. In the effort many of the major scientific societies affiliated with AAAS have supplied current copies of their journals at low or no cost. Nonaffiliated societies have also participated. Program costs have been provided by grants from the Carnegie Corporation, the Ford Foundation, and the Agency for International Development. The Ford Foundation grant has enabled AAAS to work with the American Council of Learned Societies to increase social science participation as well as to include the humanities.

The Journal Distribution Program provides subscriptions to more than 200 scientific, engineering, and other scholarly journals for some 175 university and research libraries in 35 countries. To ensure an optimal match between journals and recipient institutions, AAAS formed an advisory committee that includes people knowledgeable about academic conditions in sub-Saharan Africa. This counsel is supplemented by frequent visits of AAAS staff to the region where the advice of key individuals is also obtained.

The donating societies send bundles of their journals to AAAS headquarters. They are then sorted to form packages addressed to the various institutions in Africa. Air transport to the specific countries follows. Delivery of the journals is often speedier than that of letters.

Very few sub-Saharan libraries have the necessary funds to support on-line searches of databases. The use of CD-ROM is only beginning there, but it should prove to be of major usefulness. An example of the potential of CD-ROM for sub-Saharan Africa is provided in a recent article by Jane K. Meyers* who describes her experience during 3 years in developing a network of libraries in Malawi. Her observations were based mainly on the use of the SilverPlatter version of the AGRICOLA database produced by the National Agricultural Library. The database includes bibliographic citations of recent findings and also research dating back to 1970. Research relevant to tropical agriculture is carried on in many places around the world, including the southern United States. The libraries in Malawi had substantial amounts of the literature cited in AGRICOLA so that document delivery was not a problem after identification of relevant material using CD-ROM. Users soon exploited the new opportunity. Traffic at libraries increased fourfold. The status of librarians was much enhanced. The value of automated databases was recognized by policy-makers and engendered national efforts to create bibliographic databases based on research conducted in Malawi.

Although only a handful of major university and research libraries have been able to acquire CD-ROM drives to date, a recent AAAS survey of computer and CD-ROM capabilities in African university and research libraries† demonstrates that these numbers are increasing. Hardware costs are not great, particularly for those libraries that already have a microcomputer, but subscriptions to the CD-ROM databases themselves are a major expense.

The AAAS has a role to play in this arena, just as it was able to take the initiative in sending print journals to African libraries in need of them. The Journal Program is now providing a small number of full-text medical journals on CD-ROM to ten African libraries and would be pleased to hear from other CD-ROM publishers interested in donating subscriptions to their electronic databases. In addition, the AAAS will continue to monitor and analyze the environment for information technologies in sub-Saharan Africa, including the possibility of mastering compact discs based on indigenous research conducted there.—PHILIP H. ABELSON

*J. K. Meyers, *CD-ROM Librarian* 6 (no. 7) (July/August 1991). †L. A. Levey, "Computer and CD-ROM Capability in Sub-Saharan African University and Research Libraries," a report of the AAAS Africa Program (Washington, D.C., 1991).

Access and Availability

The Public's Access to Government's Electronic Information: Perspectives, Players and Positions

by Lois F. Lunin

A successful democracy depends on an informed and educated public. So said Thomas Jefferson. Today's electronic information technologies make it possible for people to access government information quickly and easily, regardless of location. But is the information readily available to them? And at what cost? Is it all the information or only a fraction of what is wanted? And what are federal agencies' collection and dissemination policies? Do those policies include using the private sector to disseminate the information?

Access and availability are controversial topics. The controversy stems from the Office of Management and Budget (OMB) Circular A-130, "The Management of Federal Information Resources," the basic information policy document of the executive branch of government. Recently, A-130 has been undergoing revision. One's view in the ongoing debate depends upon the information role—user or provider or defender of the faith. The revision of the Circular is not yet out; it may be just a few weeks or a few months before it is released for public comment.

Perspectives

A-130 is a guideline document that influences the day-to-day execution of information policy, a policy set by the Paperwork Reduction Act. Essentially OMB determines the ability of federal agencies to collect, disseminate and archive information. In revising A-130 0MB says it will give first priority to the Circular's treatment of information dissemination policy.

A-130 is many things to many people. Many concerned constituencies see the chief issue as public access to government information. These constituencies include the library community, information industry, public interest groups, publishers, the press and foundations. Among the issues are

- How assertive should agencies be in providing public access to their information holdings?
- Should they give their electronic information products to the federal depository library system?
- Should they levy user charges for information products?
- Should information be transferred to industry to disseminate?

These topics, among others, will be addressed in this special section of the *Bulletin of the American Society for Information Science*, which was stimulated by the April workshop on "Access and Availability: Making the Government's Information Public," held in Washington, DC, and co-sponsored by the ASIS Potomac Valley Chapter.

Views from the Workshop

Librarians. Librarians have been highly critical of A-130's emphasis on organizations in the private sector as agents of dissemination for federal government information. Librarians feel strongly that executive branch agencies should provide free copies of their electronic information products to the federal library program, which is run by the Government Printing Office (GPO). They particularly want the depositories to have free access to federal online database services.

Lynne McCay, representing the Special Libraries Association at the spring workshop, agreed that government information should not be part of the profit-driven motive. Anne Heanue, American Library Association, suggested that the GPO become a one-stop shopping center for access to databases.

Speaker Bruce Kennedy, a lawyer and librarian, advised librarians to resist changes that hobble access, reassess dialogue with officials and the public and advocate open access in libraries to the public.

Industry. The principal voice from the information industry on these issues is that of the Information Industry Association (IIA). The industry wants recognition that much government information reaches the public through the value-added products that industry supplies.

When IIA member companies see an agency going into the marketplace with government-subsidized products that undercut private firms, they want ways to stop what they consider unfairly competitive practices. When agencies refuse to sell their databases to protect their OMB position, industry wants to be able to register grievances.

Public Interest Groups. Between the librarians and industry, but with an interest in each, are public interest research groups, such as OMB Watch, American Civil Liberties Union, National Security Archives, the American Society of Access Professionals and others. While these organizations are concerned with the same kinds of issues, they focus more on the processes for public participation in government information policy decision making. As Timothy Sprehe, principal author of Circular A-130 while at OMB, put it, "These groups stand . . . for public access to government information, but are less wedded to specific institutional arrangements, such as the depository

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libraries, and less worried about protecting a level playing field for competition."

Press. Also included in the debate on access to government information is the press. Scott Armstrong, investigative journalist and founder of National Security Archives, emphasized that journalists need to explain the information they find, not just report it. Citizens have a right to redress, but cannot rectify grievances unless they have knowledge of what is going on. He urges an alliance of librarians and journalists to work together.

OMB. Robert N. Veeder, acting director of OMB, Office of Information Policy and Regulatory Affairs, told workshop participants that although the Paperwork Reduction Act addresses policy for dissemination of information, he wants to make dissemination more active, while decreasing emphasis on the private sector as a distributor and emphasizing user-friendly electronic dissemination.

Freedom of Information. Many of the issues associated with access to and availability of government's electronic information could be addressed through changes in the Freedom of Information Act (FOIA). Senator Patrick Leahy (D-VT) plans to introduce a bill proposing FOIA amendments that would address some of the issues and problems associated with access to information stored in electronic forms. Here the issue of formats arises frequently. Congress has not yet decided whether agencies should provide information sought under the FOIA in electronic media when tape or disk, rather than paper, is requested. The intent of the amendments is to update the act to make it responsive to the electronic world.

Special Section: Access and Availability

Following up on many of the directions the discussion took at the important workshop on access and availability, representatives from several of the sectors involved in the debate have provided their perspectives on the issues for this special section of the *Bulletin*.

Paul P. Massa, Congressional Information Service, expresses a publisher's point of view of the government information issues. Jane E. Kirtley of the Reporters Committee for Freedom of the Press explains the need of reporters to gain access to information in order to keep the public informed. And from foundations, Martha A. Toll, attorney and consultant, expresses a growing concern for enhancing public access to government information. Finally, Thomas R. Kochtanek provides a look at the Freedom of Information Center at the University of Missouri and one of its current projects aimed at expanding access to its records.

The Future

Interest in these issues is of increasing concern to federal agencies. In May, the First Interagency Conference on Public Access was organized for participation by all federal agencies. Discussions centered on whether and how the government should put data into the public's hands. Clearly, this conference reflects new thinking about public outreach.

During the recent White House Conference on Library and Information Services, some topics relevant to access and availability to electronic information were discussed: the creation of a Commission to explore the feasibility of a "Bill of Electronic Information Rights" and the need to provide adequate training to information seekers so they can successfully access information, regardless of the format in which the information is stored.

In the months and years ahead, these issues will continue to be the subject of debate among the many information users and providers. Only time will tell what changes information professionals will see in the availability of and their access to government's electronic information.

Lois F. Lunin is an independent consultant, writer and editor; she is a consulting editor for the Bulletin.

Online Access to Federal Information: A Publisher's View

by Paul P. Massa

Discussions about public online access to federal information in electronic form are often based on the assumption—sometimes spoken, sometimes not—that the government has a wealth of databases that the public could readily access if only the Government Printing Office or the agency possessing the information would provide a "gateway" or "window." This premise is often enlarged to include expectations that an enterprising researcher would be able to navigate electronically through most or all of the information within an agency's possession, and that he or she could harvest a wealth of information that is more timely, more comprehensive, and perhaps more reliable than the information available through print sources.

The frequency with which such assumptions are encountered is a tribute to the skill that existing publishers of government information in electronic form have brought to bear in making retrieval systems so transparent that the access they provide seems natural and unmediated. The truth is that managing these systems is a complex and costly enterprise, requiring large investments in skilled staff and data processing resources.

Even without making any allowance for the enormous difference between supporting a small intra-agency group of specialized users and supporting remote access by the general public, the mere fact that information intended for dissemination in electronic form must be much more carefully edited than the same information published as a printed document imposes costs upon the producer that are far from trivial. My focus here is particularly on electronic dissemination of information by means of interactive online databases, since that is the technology that provides the greatest potential for rapid, spontaneous, up-

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to-date retrieval. However, much of this analysis also applies to publishing by means of CD-ROM, electronic bulletin boards, diskette, magnetic tape and other electronic or laser-optical media.

Value-Added Editing

Given any realistic equilibrium of cost and demand in the foreseeable future, and regardless of whether the demand is expressed in economic or political terms, it is clear that only a small portion of the electronic information in the possession of federal agencies could conceivably be mounted by the federal government itself for remote public online access. Leaving aside unresolved questions relating to the definition of documents and records, as well as significant exceptions to mandates for disclosure, release and publication in the applicable statutes, the simple fact is that most of the electronic information in the possession of federal agencies has been subjected to only the most preliminary of the many editorial and computer processing steps that would be necessary for direct online access by the public.

Owing to the dynamic nature of the online environment, data elements can be dissociated and re-combined in novel ways. Moreover, the print-based concepts of "edition," "printing" and "issue" have no sure analogs in the electronic world because of the possibilities for continuous (and even unauthorized) online updating. For these reasons, editorial control must be much stricter at all levels, from the technical validation of the data to the careful resolution of all the issues of content and design that must be considered if the database is to serve its intended purpose.

No contemporary or future development in the economics of data processing will change the fact that government information, if it is to have any value at all, must be the product of skilled human endeavor at all stages: collection, processing, access, preservation and dissemination. Only the government can acquire or create government data; only it can make decisions about organizing data in documentary and statistical forms that are accepted as authoritative; and only the government can establish the conditions that promote access, preservation and broad dissemination.

Dissemination

In the area of dissemination, the future is likely to be characterized by an acceleration of trends already well underway. One of these is the emergence of a complementary relationship between government and non-government information sources, as anticipated and encouraged by the provisions of S. 1742 of the 101st Congress. As Gerald E. Yung, vice president of Mead Data Central, noted in testimony relating to this bill:

> A major stumbling block of the information age will be costs. The government will never have sufficient information resources to meet the information needs of all its citizens. Federal information policy should encourage the maximum investment of both public and private resources in developing and disseminating information products and services.

In the future, we can expect to see selective online dissemination by agencies when explicitly required by law and when supported by substantial appropriated funds. And, as agencies come to terms with the cost and complexity of online publishing, we can anticipate that many will arrange for dissemination through contractual or cooperative arrangements with private firms.

. . . a free market based upon unencumbered access would promote the emergence of a full spectrum of information sources reflecting the diverse economic, professional, and political forms of association in American society.

Timely and authoritative sources of federal information in online form will never come without cost. The key to minimizing their cost—and to insuring that such sources exist at all—is to make certain that information collected and processed by agencies is easily available in standard formats on magnetic tape and other off-line media. Regardless of the extent to which an agency might be directly involved in online dissemination, it should be encouraged, and ultimately required, to make available copies of data files on magnetic tape or other electronic transport media in a timely manner and at the incremental cost of production.

Ready access in common formats and at the marginal cost of reproduction is a prerequisite for a free market in government electronic information. Far from foreclosing options for services that would be responsive to a range of demands concerning price and performance, a free market based upon unencumbered access would promote the emergence of a full spectrum of information sources reflecting the diverse economic, professional, and political forms of association in American society. As Mr. Yung continued in his testimony on S. 1742:

> Timely access to copies of the underlying database by the private sector information industry, libraries, non-profits and others makes it possible for the public to have more than one source of products using government information . . . . Even if the government decides to disseminate a product directly to users, the underlying data should be publicly available in a timely fashion.

Information collected and maintained by the federal government in electronic form is a valuable national resource, and one that increases in value the more that it is used. If we are guided in our efforts to take advantage of this unique asset by a creative realism that capitalizes on existing strengths, we will be better equipped as a nation to face the challenges of the new information-intensive century that lies just ahead.

Paul P. Massa is president of Congressional Information Service (CIS), a private indexer and micropublisher of government information. Before joining CIS in 1980, Massa was vice president and general manager of Congressional Quarterly. Massa has served on the Board of Directors and Executive Board of the Information Industry Association, on the GPO Information Industry Advisory Council, and on the American Library Association Commission on Freedom and Equality of Access to Information.

Electronic Roadblocks to Freedom of Information: A Press Perspective

by Jane E. Kirtley

Journalists can be so naive. When state and federal governments began to "go electronic" some years ago, most reporters were certain that the conversion from paper records would simplify access, speed up research and yield thousands of new stories.

In rare cases, those expectations have been fulfilled. But all too frequently, reporters find themselves stymied by technological barriers. Sometimes such barriers are deliberately erected by bureaucrats, aided and abetted by legislators, to discourage disclosure of public information.

It is no secret that the states are taking the lead in utilizing computers to create the paperless office. While many of the state initiatives have been geared toward greater public access, some significant roadblocks have sprung up. Guidance from the legislature may be vague or nonexistent. As a result, access policy often develops on a case-by-case basis in each agency. If those policies seem inconsistent with state open records laws, generally a journalist's only recourse is to go to court.

Less than 40 state cases address these issues. Courts are still parsing issues such as whether electronically stored information is a *record* subject to state sunshine laws, whether agencies must manipulate data to suit the requester, whether a requester may designate a particular format, whether software is exempt from disclosure, whether online access is allowed - and the answers are by no means consistent.

A significant problem for many news organizations, as well as for members of the public, is the question of access, search or copying fees. Most state laws either do not specify what charges can be levied or provide only limited guidance, often based on the presumption that all records are still available as paper records. The so-called paperless office has made the traditional concept of public inspection of official documents obsolete.

In addition, many states are beginning to view information dissemination as a source of revenue. By limiting access exclusively to outside contractors' enhanced compilations of public information and by charging for search time or online access, agencies can deny information *de facto* if the user has limited financial resources.

The federal government is wrestling with all these issues as well. In October 1990, the Justice Department released a report on electronic issues, based on a survey of 70 federal agencies. While it appears that none of the agencies contended that electronically stored information was not subject to the federal Freedom of Information Act, the survey revealed gross disparities in agency practices on other issues. In fact, many agencies simply do not treat electronically stored records like other records.

For example, 53 of the agencies do not believe they should be required to program computers to search for information in response to an FOI request, claiming that the practice would be burdensome, expensive and time consuming. Only three of the responding agencies said they are willing to create programs to delete exempt information from electronic records to fulfill requests. Forty-one of the agencies said they would dictate the format in which information would be provided, regardless of the requester's wishes.

Rep. Bob Wise, who chairs the House Subcommittee which oversees FOI policy, criticized the report, saying that legal and policy issues should be decided on the basis of law, not opinion polls. Sen. Patrick Leahy plans to introduce a bill to improve public access to electronically stored information and to clarify many of these issues.

But in the meantime, journalists struggle to overcome these and other obstacles that prevent effective access to public information. While the problems they face are not unique to reporters, they do have a serious impact on the information the public receives about what the government is doing.

Perhaps the most visceral issue arises in the area of personal privacy exemptions to federal and state open records laws. Somehow the conversion of public information from paper to electronic form translates into images of individuals' most intimate secrets emblazoned across the nation's front pages and television screens.

Such reactions are based on the faulty premise that one's privacy is not invaded if the government collects information, but only if it becomes publicly available. If, as a society, we concede that proper functioning of government justifies collection and retention of personal data despite the intrusion it represents, it is doubly important that the system be subject to public scrutiny. Failure to balance privacy concerns against the salutary effects of oversight and accountability helps ensure that the government can operate in secret.

An invaluable tool for reporters is the ability to examine government databases and then to conduct follow up interviews with individuals who have been affected by government policies and practices. Here are a few examples of stories that reporters prepared after reviewing individually identifiable data:

- Pulitzer prize-winning report exposing Indiana physicians who continued to practice medicine after having been successfully sued for malpractice several times;
- Pulitzer prize-winning series uncovering the deaths of 51 children while under the "protection" of the Georgia child welfare system, a system so cloaked in secrecy that even information about dead children was sealed from public scrutiny;
- Pulitzer prize-winning series on military helicopter crashes. Through in-

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terviews with families of victims, pilots and military officials named in accident reports, a reporter uncovered the fact that the use of obsolete night-vision goggles was a major factor in the crashes;

- Series reporting that nearly a third of inmates released early to reduce prison overcrowding in Florida committed new crimes. The reporters cross-referenced computerized prison records with publicly available criminal history records to trace the released convicts.

Despite this track record, journalists continue to be vilified and blamed for irresponsible revelations of private information. While this may be a valid subject for ethical debate, it should not be used to justify denial of access to information compiled by the government at public expense.

Nevertheless, both the states and federal government continue to use the personal privacy exemptions to deny access to computerized information. The U.S. Supreme Court ruled in 1989 that release of publicly available information from a centralized, computerized criminal history repository constituted an unwarranted invasion of personal privacy.

Justice Stevens, writing for the Court, said there is a stronger personal privacy interest implicated by disclosure of a rap sheet generated by a computer than by scattered records available only after a diligent search in courthouses, archives and police stations.

While there is, of course, a physical distinction between paper records in file drawers and entries in a computer database, as well as the relative ease with which such information is retrieved, that distinction does not alter the inherently public nature of the information. A criminal record is part of the public record at its inception. It should remain publicly available, no matter how it is stored.

In a case to be argued this fall, the Supreme Court will consider whether the personal privacy exemption to the federal FOIA creates a categorical rule of anonymity permitting the government to withhold any information that is personally identifiable. Such a rule would create an absolute exemption grounded on even a negligible privacy interest and would utterly fail to balance competing interests of journalists and the public in monitoring government operations.

The Court will probably consider the usual parade of horribles that can arise when individuals and commercial users have access to lists of names. It is to be hoped that it will not react as the Texas legislature did in 1989, which responded to concerns that burglary victims were being solicited by alarm salesmen by enacting short-lived legislation permitting police to withhold the names of crime victims from the press and public.

Although the news media rose up in Texas and persuaded the legislature to repeal that statute, other states prohibit commercial use of state-compiled lists. And the fact that such lists are maintained electronically can be very important. In Michigan, for example, the state Supreme Court ruled that a commercial requester could not obtain a computer tape containing lists of students' names, even though the same information would be available later in a published directory. The court found that a computer tape is a more severe invasion of privacy because it is more readily accessed and manipulated than paper records.

An adverse outcome in the pending U.S. Supreme Court case would clearly threaten the rights of journalists to gain access to important sources of information — those who are affected by government actions. If the Court denies access to all computerized lists, journalists' ability to contact those individuals will be seriously impaired. Without such sources, journalists will have little choice but to accept an agency's sanitized and redacted version of how it operates. The public would be the loser.

Jane E. Kirtley is the Executive Director of the Reporters Committee for Freedom of the Press. A lawyer and former journalist, she has prepared numerous friend of the court briefs in cases involving First Amendment and freedom of information issues.

Online Access to Government Information: A Foundation's View

by Martha A. Toll

In our society, government is the greatest single gatherer and generator of information, and information is at the heart of all national policies, programs and services. Computer technologies have transformed us into an information society. It is therefore not surprising that policy questions about agencies' information management procedures, about the public's access to this data, about the government's affirmative role in disseminating it, and about who should pay for it are being hotly debated. An important party to the debates is the public itself.

This article examines how the Bauman Foundation, one of a handful of private, non-profit foundations concerned about the public's right to know, is working to strengthen citizen access to government information in the electronic age.

The Public Needs to Understand

The Bauman Foundation believes its greatest challenge is to encourage the public to get more involved and to participate in information policy discussions and decisions at the federal level. The public needs to understand why all kinds of information, whether about health, environment, education, the economy, etc., is important to its daily life and work. It also needs to see how policy decisions about information affect the existence, availability, price and flow of information to people.

Most non-profit organizations are not accustomed to thinking about informa-

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tion, by itself, as a relevant issue, although they know when they have problems getting what they need. Therefore, broadening the non-profit constituency beyond the civil liberties and citizen watchdog groups interested in right-to-know issues in the electronic age is a crucial, albeit long-term, process.

The Bauman Foundation, based in Washington, DC, supports programs and sponsors activities in information and communications policy which seek to assure open government, broad information dissemination and equitable access to information. Some projects may deal with general topics, such as issues posed by the Paperwork Reduction Act or the search for a government-wide information locator system. Others focus on a particular subject area where public access to timely, affordable government information is essential, such as environment, aging, health care or community economic development.

The Bauman Foundation first encountered the broad questions of public access to government information through its specific activities to encourage use of data about toxic chemicals. A 1986 federal law required, among other things, that the Environmental Protection Agency (EPA) set up a publicly available database of toxic emissions. This toxic right-to-know law was enacted as Title III of the Superfund reauthorizing legislation. Section 313, the Toxic Release Inventory (TRI), requires manufacturing industries to report their emissions of certain chemicals to the EPA. In a ground-breaking provision of the law, the EPA in turn must affirmatively disseminate this information "to any person" through "telecommunications and other means," which has come to include machine-readable formats, such as CD-ROMs, and print formats.

At the time Congress passed the law, some predicted the public would use that information to affect environmental policy by beginning to change corporate behavior and to stimulate public awareness about the urgent need for pollution prevention. Although a recent GAO evaluation concludes that the average person may not know that public access is possible—thanks to environmental groups and the press—this government-collected and government-disseminated information has begun a revolution which is far from over.

Early on, the Bauman Foundation tried to help realize the potential of the new toxic right-to-know information as an environmental change agent by making grants both to environmental advocacy groups which put data into the hands of citizens in useful, action-oriented ways, and to others who monitor EPA's implementation of the law. In the early days, the Foundation also convened meetings of environmental groups from around the country to discuss how to get and use the newly available information.

TRI: A Unique Laboratory

The TRI has provided a unique laboratory for expanding citizens' electronic access to government information. As a substantive statute embedded in a broader information policy environment, the TRI is a microcosm of many real-world problems and opportunities which users, as well as the private sector and government agencies charged with policy formation and implementation, face. Myriad issues have been presented and continue to present themselves: How should the TRI be implemented? Where should the data be housed? What should be the cost to the public of accessing that data? Should the data be cross-linked with other environmental data, census data and other types of relevant data?

Although there is not room here to explore these issues, it is clear that the lessons from the TRI will be applicable to future government programs giving citizens electronic access.

Building on the successful use of the TRI by the environmental community, the Bauman Foundation looks for opportunities to expand open government in general, fostering electronic access across the whole spectrum of the government's activities.

The Foundation has sought to explore the lessons of the TRI for public access to government information in a variety of contexts. It held a meeting of information policy specialists—from government agencies, OMB, the library community, Congress and civil liberties and watchdog groups—a year ago and was co-sponsor of a Benton Foundation conference on the Freedom of Information Act and information dissemination issues. The Foundation convened a meeting of energy experts to explore ways to make this kind of information more available to the public and made a presentation at a conference of nuclear activists on the lessons of the TRI. It is presently planning a meeting in the fall of 1991 on right-to-know and the banking laws.

Looking at larger information policy issues, the Foundation convened working meetings on the Federal Information Locator System (FILS) and general problems of data linkage, as well as on approaches for putting the Federal Register on-line to the general public.

Recent Foundation grants to groups include:

- support for a pilot computer project on integration of environmental data;
- support for research and educational activities to develop citizen rights to act on their knowledge of toxic substances;
- funding a public interest computer group to promote access to electronic information;
- support for membership services of a public interest computer group;
- support for the collection and analysis of computer databases of the transactions of major federal agencies; and
- a grant for a forum to involve affected publics in communications policy issues.

The Public's Stake

A major challenge for the those who care about government information dissemination is to help the public see that it, too, has a direct stake in what may seem like arcane issues. Part of this process must include letting the government know that citizens want a federal information policy which encourages affirmative dissemination fostering public access. The more that information is available in formats that allow related information to be linked, the more the public will demand information. Finally, for the non-profit world which charitable foundations help, price cannot be a barrier to access. The Bauman Foundation looks forward to working with others in its pursuit of good government, which in its view, means open government.

Martha Toll is an attorney and consultant based in Washington, DC. The Bauman Foundation is one of her clients. *The Bauman Foundation was established through the estate of Lionel R. Bauman and focuses its grants and operating programs on activities that encourage systemic changes rather than attempts to ameliorate symptoms. Because it identifies and becomes familiar with carefully chosen topics, the Foundation does not review unsolicited proposals.*

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Attachment 9

Fustukjian Spells Information Release: Access ERIC

Sam Fustukjian, who in 1988 served as national project director for Access ERIC, has been successful in having USF designated as a test site for a compact disc-based Educational Resource Information Center.

The topics ranged from drug-free schools to the AIDS epidemic. The problem was getting the right information to the right audience. The solution was Access ERIC and a man called Sam.

Sam is Sam Fustukjian, acting director of USF's Tampa campus library and the Nelson Poynter Memorial Library at USF's St. Petersburg campus. Access ERIC is a component of the Educational Resource Information Center, a U.S. Department of Education program. Put Sam and ERIC together and you've got a successful venture that has the potential to reach millions of people.

In mid-1988, Sam was dispatched to Washington, D.C. and named national project director of Access ERIC, the newest component of an education network that collects and processes all education-related publications for libraries, students and other users of educational materials. He was hired for one year in a pilot program geared to market the ERIC system to an ever-growing number of such information users. Sam's challenge was to open up the information flow to new audiences, such as parents, teachers, media and policy makers.

"We had a good product but had a relatively closed club. Information had been accessible only to a narrow audience of scholars, researchers and librarians," says Sam. "The education needs of audiences have changed, and Access ERIC needed to meet those needs head on."

It doesn't take a genius to know that education in America is in trouble. Illiteracy, drugs, alcoholism, and science and math deficiencies are just some of the problems facing schools today. Sagging school budgets only complicate the mix.

President Bush's campaign to revitalize the nation's schools by the year 2000 has moved from the federal level to state and local politicians. The reform push is no longer largely in the hands of educators. Input from parents, teachers and the business community is now considered essential to make schools work better.

"There are real problems out there, and part of the role we in higher education must play is to deal with them," Sam says. "As the reform movement continues, people will need information on parental involvement, teaching and learning."

Sam began his task by developing new Access ERIC products. He added data bases that for the first time made pertinent statistics, government reports and published studies available to the general public. And he put the information into at-a-glance brochures and pamphlets designed for mass consumption.

He set up a nationwide toll-free number (1-800-USE ERIC) that would answer questions about the ERIC system's reference and referral services. He distributed publications prepared by other ERIC clearinghouses that tackled some of the problems besieging schools – handbooks for families to help them take an active role in drug prevention, for instance. One, titled "Ten Steps To Help Your Child Say No: Schools Without Drugs," gives examples of school-based programs that have successfully combatted drug use.

He launched a provocative magazine called ERIC Review, a new journal sponsored by the U.S. Department of Education. Each issue focuses on a critical problem facing education and chronicles the diverse programs, resources and agencies that are available to help solve the problem. Sam even wrote the lead article of the first issue, "Drug-Free Schools: A National Challenge." The magazine circulated to an initial mailing list of 10,000.

He also recruited new ERIC outlets that help disseminate the information. Instead of the information being sequestered in university libraries, pamphlets such as "How Do I Help My Child Say 'No' to Drugs?" and "Should Gifted Students Be Grade Advanced?" are now commonly seen in the lobbies of doctor's offices.

Perhaps Sam's most ambitious effort was starting a national electronic bulletin board that people can access through the GTE education network. "It is quite clear that technology has changed the way we conduct scholarly communication. Electronic mail, journals and bulletin boards are only a few of the methods available to an education audience. GTE's Education Network electronic bulletin makes information on ERIC products available to thousands of subscribers of its service," he explained.

By mid-1989, Sam had completed his task. In short, he had taken ERIC where no one had taken it before. "Ours was the first attempt to make the rich resources that the ERIC System had compiled and which were being used by the few, and made them more accessible to the average person. We went to them with our wares rather than wait for them to come to us."

Sam has since returned to USF from his post with the Department of Education, but ERIC has left its mark on him. He was successful in having USF designated as a test site for a compact disc-based ERIC product. Along with the universities of California-Berkeley, Michigan and Columbia, USF tested this compact disc product in May 1991.

Unlike the current ERIC data base, this product contains the full text of a scholarly document or a magazine article rather than only the abstract currently available. Sam plans to work toward seeing that USF becomes a host for a national ERIC Clearinghouse. If it happens, USF would become the first university in the Southeast with that distinction.

"As the modes of acquiring, storing, processing and publishing information changes, the universe in which libraries conduct business changes also. USF's Library will continue developing into an agency which will go where the needs of its users—faculty, students and staff—will take it."

By Deborah Kurelik

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Attachment 10

August 1991

International Standard Book Numbers (ISBNs) and
International Standard Serial Numbers (ISSNs)

A. ISBNs

The ERIC database has always cataloged ISBNs. These complex numbers, assigned by publishers (who have each been assigned a unique publisher number by the International ISBN Agency, acting through its various national/regional data centers) to each of their unique products sequentially, have been entered into what ERIC calls the Report Number (RN) field, but what is, for all practical purposes, a generalized "Identifying Number" field. ISBNs have been entered in the following typical format:

ISBN-0-87845-083-1

It is possible, in the case of dual publication, for a book to have more than one ISBN number, but that is relatively rare. The usual situation is for there to be one unique ISBN per item. Though ISBNs are called "Book Numbers", in actual practice publishers assign ISBNs to any unique item in their catalogs, to serve as "Order Numbers". Because of this practice, ISBNs can be found attached to items such as maps, audio-visual products, computer programs, and other "published" materials.

B. ISSNs

ISSNs apply to serials in the same way that ISBNs apply to books. They are assigned by the International ISSN Agency, acting through its various national/regional data centers. They are not assigned by publishers. An ISSN uniquely designates a given serial and all its issues. ERIC has not always cataloged ISSNs. This delay can be traced to several factors: (1) the document part of ERIC's database, which was the first part started, did not usually contain serials; (2) The ISSN was not unique in that it applied to the serial level, not the issue or article level. In other words, hundreds of articles from the same serial would carry the exact same ISSN number. However, the ISSN is still obviously quite a useful number and, at the request of the library community, ERIC began cataloging them for serial issues and journal articles starting with the January 1991 issues of both Resources in Education (RIE) and Current Index to Journals in Education (CIJE). Being an identifying number, the ISSN was cataloged in the same Report Number (RN) field as the ISBN and any other identifying numbers. The prefix "ISSN" serves to distinguish them from any other number. ISSNs have been entered in ERIC in the following typical format:

ISSN-1234-5678

C. Searching ISBNs and ISSNs

For the period January - June 1991, ISSNs can be searched in the Report Number (RN) field, using the ISSN prefix and a known number, e.g.

RN=ISSN-0001-8449

For the period 1966 - June 1991, ISBNs would be searched in the same way, e.g.

RN=ISBN-0-87845-083-1

However, beginning with July 1991 (DIALOG update UD=9107), DIALOG extracted the ISBNs and ISSNs from the RN field and inserted them in separate DIALOG-defined BN and SN fields, respectively. In other words, with July 1991 and subsequent data, ISBNs and ISSNs are searchable on DIALOG only by use of the BN and SN keywords. If you want to search both pre-July 1991 and post-July 1991, you will have to use both the (RN) and (BN or SN) fields and OR the results together.

When ERIC citations display or print out, for the period prior to July 1991 the ISBN and ISSN numbers will appear as part of the Report Number field. For the period July 1991 and later, the ISBN and ISSN numbers will appear separately in the format "ISSN: 1234-5678" and "ISBN: 0-87845-083-8". (Please note that the DIALOG-introduced colon is not an official part of either number).

This action by DIALOG makes it possible to include the ERIC database in a DIALOG "OneSearch" directed at ISSN and ISBN numbers.

ISBNs and ISSNs Now Searchable Separately in ERIC

Beginning with the July 1991 update (UD=9107) of **ERIC (File 1)**, International Standard Book Numbers (ISBN) and International Standard Serial Numbers (ISSN) are searchable in separate fields with the BN= and SN= prefixes, respectively:

```
?SELECT BN=0-86552-108-5
     S1        1   BN=0-86552-108-5
?SELECT SN=0004-3125
     S2        5   SN=0004-3125
```

ISBNs and ISSNs entered prior to the July update (ISBNs from 1966 to June 1991 and ISSNs from January to June 1991) must still be searched in the Report Number field with RN=, including the ISBN or ISSN prefix:

```
?SELECT RN=ISBN-0-87020-229-4
     S3        1   RN=ISBN-0-87020-229-4
?SELECT RN=ISSN-0004-3125
     S4       15   RN=ISSN-0004-3125
```

Note that the prefixes ISBN and ISSN are part of the RN= numbers and must be included when you search in the RN= field.

To retrieve records entered both before and after July 1991, search the ISBN or ISSN in the BN= or SN= field OR the RN= field, as shown in Figure 19.

Figure 19. ERIC (File 1) Sample Search

```
?SELECT SN=0004-3125 OR RN=ISSN-0004-3125
             5  SN=0004-3125
            15  RN=ISSN-0004-3125
     S5     20  SN=0004-3125 OR RN=ISSN-0004-3125

?TYPE S5/3,SN,RN/1,6

  5/3,SN,RN/1
EJ423764    SO521816
 The Artist, the Art Teacher, and Misplaced Faith: Creativity and Art Education.
  Wright, Jim
  Art Education, v43 n6 p50-57 Nov  1990
  ISSN: 0004-3125

  5/3,SN,RN/6
EJ419169    SO521483
 Emphasis on Expressive Outcomes in Teaching Art Appreciation.
  Stout, Candace Jesse
  Art Education, v43 n5 p57-65 Sep  1990
  Report No.: ISSN-0004-3125
```

Note that numbers searched in the SN= field display after the label ISSN, while numbers searched in the RN= field display after the label Report No.

The availability of the BN= and SN= fields in ERIC facilitates OneSearch® searching for ISBNs and ISSNs.

Please annotate your File 1 Bluesheet and Database Chapter to show the addition of the BN= and SN= prefixes. ◇◆

Note: the symbol "◇◆" at the end of an article indicates that your documentation must be annotated to reflect new data.

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Attachment 11

FOR EDUCATION INFORMATION... CALL ACCESS ERIC

1-800-USE-ERIC

ACCESS ERIC

Educational Resources Information Center
Office of Educational Research and Improvement
U.S. Department of Education

YOUR GATEWAY TO THE NATION'S EDUCATION INFORMATION NETWORK

ACCESS ERIC is your gateway to ERIC—the Educational Resources Information Center. Education practitioners, librarians, policymakers, researchers, parents, and students can stay abreast of the most up-to-date developments in the education field through ERIC. ERIC's database, the world's largest single source of education information, contains citations of more than 735,000 documents and journal articles on education research and practice. You can access information on a wide range of subjects such as:

- Adult Literacy
- At-Risk Youth
- Computer Use in Education
- Drug-Free Schools
- Educational Reform
- Financing College
- Health Education
- Learning Disabilities
- National Education Goals
- Preschool Programs

ERIC materials are available to the public at about 3,000 locations worldwide. The subject authorities within the ERIC network are the 16 clearinghouses and related adjunct clearinghouses, each of which specializes in different areas of education. Within their subject areas, the ERIC Clearinghouses acquire significant literature for the database, publish research summaries and other products, and provide reference and referral services. This national education information network is supported by the Office of Educational Research and Improvement, U.S. Department of Education.

Reference Services Link You to Education Information

ACCESS ERIC is a toll-free service to keep you informed of the wealth of information offered by the ERIC network and other education sources. ACCESS ERIC staff answers questions, refers callers to education sources, and provides information about the ERIC network.

ACCESS ERIC can help you use ERIC services and resources to enhance your education, career, or everyday life. For example:

- If you are a first-time or returning college student, ACCESS ERIC can send you financial aid information produced by the ERIC Clearinghouse on Higher Education and provide the telephone number for the Federal Student Aid Information Center.
- If you need to evaluate a curriculum or develop instructional materials, ACCESS ERIC can refer you to an ERIC Information Service Provider for a search of the ERIC database for relevant materials and recommend education-related information centers as resources.
- If you are a concerned parent who wants to be more involved in your child's education, ACCESS ERIC can help you identify important information about schools and gifted programs, send you a variety of pamphlets on questions commonly asked by parents about their child's education, and refer you to education information centers for additional publications and reference and referral services.

To receive additional information about ERIC or to order publications, call 1-800-USE-ERIC or complete and return this order form to: ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850.

❑ Send me more information about the ERIC network. (*A Pocket Guide to ERIC/All About ERIC*)
❑ Place me on your mailing list to receive regular updates about new ERIC products and services.
❑ I would like a free subscription to *The ERIC Review*.
❑ Send me ____ copies of the *1992 Calendar of Education-Related Conferences* @ $15.00 each.*
____ copies of the *1992 Catalog of ERIC Clearinghouse Publications* @ $8.00 each.*
____ copies of the *1992 ERIC Directory of Education-Related Information Centers* @ $15.00 each

ACCESS ERIC

❑ Charge my MasterCard/Visa (circle one). Charge card # _____ Exp. date _____
Authorized signature _____ Total amount $ _____
❑ P.O. # _____ (P.O. orders accepted only from state/local government agencies and universities.)
Total amount $ _____
❑ Enclosed is my check or money order (in U.S. dollars) for $ _____.

Name: _____ Title: _____
Address: _____
City/State/ZIP: _____
* Add $2.00 per title for Canada orders/$4.00 per title for foreign orders.

...CALL ACCESS ERIC 1-800-USE-ERIC ...CALL ACCESS ERIC 1-800-USE-ERIC

Resources Tailored to Your Information Needs

ACCESS ERIC produces several products in convenient formats to help you access and use the information available through the ERIC network. Educators, administrators, and policymakers will want to keep *A Pocket Guide to ERIC* at hand for quick reference. It provides addresses and telephone numbers for the ERIC subject-specific clearinghouses and tells where to order ERIC database documents. *All About ERIC*, which contains a more comprehensive and detailed description of the ERIC network, is used by professors and librarians to give students an overview of the variety of services and products available for postsecondary education. It's also helpful to individuals interested in learning more about ERIC, performing an ERIC search, or ordering publications.

Other publications available from ACCESS ERIC provide information about current education-related issues and research. These include:

The ERIC Review—This free journal provides education practitioners (especially teachers, professors, principals, and education students) with research and news they can use. It announces important ERIC developments, new products, and services; it also presents recent research findings and critical trends and issues in education. Librarians, researchers, school administrators, and others who need to stay abreast of what is happening in education and in the ERIC network will find the *Review* useful.

Conclusion Brochure series—Written for parents and teachers, these popular pamphlets cover such timely topics as school meetings, gifted students, elementary science education, saying no to drugs, and parent involvement. Useful, easy-to-read, and free, the pamphlets offer practical information, including answers to commonly asked questions, organizations to call for help, and additional reading material. Call 1-800-USE-ERIC for current titles.

Catalog of ERIC Clearinghouse Publications—Educators, librarians, parents, and students will find nearly 500 current education titles—including teaching guides, bibliographies, research summaries, monographs, and more—published by ERIC's 16 subject-specific clearinghouses. Many of the publications are free; others are available at a minimal cost. The *Catalog* also includes ordering information and prices. ($8.00)

ERIC Calendar of Education-Related Conferences—The *Calendar* helps educators quickly and easily identify conferences important to their areas of interest. It provides information for nearly 500 international, national, state, regional, and local events on a broad range of topics in education. Subject, sponsoring organization, and geographic indexes help you quickly and easily locate conferences of interest. ($15.00)

ERIC Users' Interchange—This free newsletter, published twice a year, provides technical information on database searching, care of microfiche, recent ERIC database developments, and other user aids to libraries, education media centers, and ERIC information service providers. It also provides general ERIC network news and ordering information for recent ERIC Clearinghouse publications.

Directory of ERIC Information Service Providers—Research organizations, libraries, and schools will want a copy of this free directory for patrons and staff. It lists 1,000 agencies and organizations (including addresses, telephone numbers, and services) that provide computerized searches of the ERIC database, have a sizable collection of ERIC microfiche, and/or subscribe to and collect ERIC publications.

ERIC Directory of Education-Related Information Centers—This useful reference for librarians, researchers, students, and agencies that frequently make referrals lists 300 organizations providing information relevant to education. It includes organizations covering 250 education-related topics—from achievement to youth programs—that offer a multitude of services such as online searches, technical assistance, publications, reference, and referral. ($15.00)

**Publications are updated annually, and prices may change. Call for current prices. Prices include postage and handling.*

Reference and Referral Databases Link You to Education Information

ERIC's four reference and referral databases—ERIC Digests Online (EDO), Education-Related Information Centers, ERIC Information Service Providers, and the ERIC Calendar of Education-Related Conferences were developed to lead you swiftly through the vast world of education information. Available through GTE Education Services on a subscription basis, the ERIC reference and referral databases provide information about:

ERIC Digests Online—ERIC Digests Online (EDO) makes the task of keeping up with the vast amount of education literature more manageable by synthesizing the information for you. More than 470 full-text ERIC Digests, two-page summaries on some of the hottest topics in education, are available online.

ERIC Information Service Providers—This online version of the *Directory of ERIC Information Service Providers* allows you to quickly identify the most convenient location to access the ERIC database.

Education-Related Information Centers—When you need to quickly and easily locate an organization knowledgeable about your subject needs, this database allows you to choose from more than 300 resource centers and other agencies. You can search by subject to obtain information on an organization's reference and referral services, contact person, major publications, and more. Each year ACCESS ERIC publishes a directory derived from this database.

Education-Related Conferences—Interacting with other education professionals is vital for any educator working to stay on top of current trends and technology. This database lists nearly 500 international, national, state, regional, and local education-related conferences covering the entire calendar year. Each entry includes the conference name, dates, registration information, and accommodation options. You can search the conferences by subject or date.

Call ACCESS ERIC today and gain entry to a world of education information. For more about the ERIC network, call 1-800-USE-ERIC.

ERIC 91-163

ED/OERI 91-23

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Attachment 12

ERIC®
DOCUMENT REPRODUCTION SERVICE
Operated by CINCINNATI BELL INFORMATION SYSTEMS INC.

EDRS/CBIS FEDERAL INC.
7420 Fullerton Road, Suite 110
Springfield, Virginia 22153-2852
(800) 443-ERIC• (703) 440-1400
FAX (703) 440-1408

July 19, 1991

Dear ERIC/EDRS Standing Order Customer:

We are pleased to provide you with the enclosed shipment of microfiche for the May issue of Resources in Education (RIE). May is the first monthly issue processed entirely in-house by CBIS Federal and meets the highest quality industry standards. We intend to maintain this high level of quality throughout the contract. The June RIE microfiche is in production and will be shipped by July 31. All future shipments will be delivered on time.

Recently we received several orders from Standing Order Customers (SOCs) for copies of individual ERIC documents to be billed to their standing order account. May we request that SOC's establish separate Deposit Accounts for individual document orders. There are two reasons to keep these accounts separate: (1) Our accounting system is designed to handle standing orders and individual document orders separately, and (2) many organizations appropriate a fixed amount of money to cover the standing order (approximately $2,100.00 for 1991). Charging individual document orders against this account will quickly use up the amount of funds for the full 12-month period and necessitate adding additional funds to the standing order account. If you wish to order individual documents in addition to your standing order account, please set up a separate deposit account.

In response to the substantial feedback we have received since taking over the ERIC Document Reproduction Service, we have made several improvements:

- Each monthly shipment will include a listing of Level II and Level III documents and the total number of titles included. (The May shipment includes this information for February-May)

- Poor quality microfiche produced during the start-up of this contract will be replaced at no cost. Replacement copies will be shipped during September.

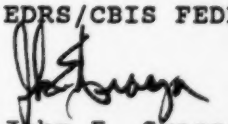
Beginning with the May issue, you will receive an invoice with each monthly shipment. If your microfiche is sent to an address separate from your billing address, your invoice will be mailed to the billing address immediately following shipment of the collection.

Lastly, it was a pleasure meeting those of you who stopped by our booth at the recent American Library Association (ALA) conference in Atlanta. Your comments and suggestions are certainly valuable to us in order to continue to improve ERIC/EDRS products and services.

Once again, thank you for your patience and if you have any further questions or comments, please do not hesitate to contact me or one of our Customer Service Representatives at 1-800-443-3742 or (703) 440-1400; or fax your comments to (703) 440-1408.

Sincerely,

EDRS/CBIS FEDERAL



John E. Gracza
Director

Enclosures.

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FAX (703) 440-1408

July 31, 1991

Dear ERIC/EDRS Standing Order Customer:

We are pleased to provide you with the enclosed shipment of microfiche for the June issue of Resources in Education (RIE). We hope that the May issue, which you have already received, met your expectations of a quality product provided by EDRS. The June issue should also meet or exceed your expectations. In addition, CBIS Federal expects to begin shipping the July issue in mid-August.

We have included with this shipment a listing of Level II and Level III documents and associated microfiche statistics. In addition we have included a copy of our EDRS brochure and our EDRS rolodex card, for your convenience.

If you should have any questions or comments, please do not hesitate to contact me or one of our Customer Service Representatives at 1-800-443-ERIC or (703) 440-1400; or fax your comments to (703) 440-1408.

Sincerely,

EDRS/CBIS FEDERAL

John E. Gracza
Director

Enclosures.

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FAX (703) 440-1408

Dear ERIC/EDRS Standing Order Customer:

We are pleased to provide you with the enclosed shipment of microfiche for the July issue of Resources in Education (RIE). CBIS Federal expects to begin shipping the August issue in early September.

In early September, we will be sending each Standing Order Customer an EDRS/CBIS Technology Survey. One of CBIS' goals for the EDRS contract is to develop and implement more efficient and accessible alternatives to ERIC RIE document dissemination for organizations such as yours. The information obtained from our survey will help us better determine what your needs and requirements are for document dissemination.

Your input is very important to us and your cooperation in completing our survey would be greatly appreciated. The information received is for EDRS/CBIS use only and will be kept confidential. Results of the survey will be used by CBIS to prepare a technology analysis and report for the U.S. Department of Education, as required by our contract. Ultimately the results will be used to benefit EDRS customers and all users of ERIC RIE documents.

If you should have any further questions or comments, please do not hesitate to contact me or one of our Customer Service Representatives at (800) 443-3742 or (703) 440-1400; or fax your comments to (703) 440-1408.

Sincerely,

EDRS/CBIS FEDERAL

John E. Gracza
Director

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Dear ERIC/EDRS Standing Order Customer:

We are pleased to provide you with the enclosed shipment of microfiche for the August issue of Resources in Education (RIE). CBIS Federal expects to begin shipping the September issue in mid-October.

In mid-September, CBIS mailed each Standing Order Customer an EDRS/CBIS Technology Survey. As mentioned in our letter sent with the July issue of RIE microfiche, one of CBIS' goals for the EDRS contract is to develop and implement more efficient and accessible alternatives to ERIC RIE document dissemination for organizations such as yours.

We encourage your participation in this effort. Your contribution, including any and all comments or suggestions you may have, will be used by CBIS to prepare a comprehensive analysis of the requirements for alternate technologies. This analysis will be forwarded to the U.S. Department of Education for their review and the outcome will eventually benefit all users of ERIC and EDRS. As a participant, you will be forwarded a copy of the results as they are compiled in early 1992.

We ask that you return the completed survey and accompanying pages to CBIS no later than **Monday, October 21, 1991.** Thank you in advance for your participation.

Now that CBIS is fully operational and close to meeting scheduled turnaround dates for Standing Order shipments, we are very interested in your feedback regarding EDRS and the quality of service CBIS provides. We welcome and encourage any comments which may help us in the process of refining our service, to better serve our valued customers.

Lastly, poor quality microfiche produced during the start-up of our contract, from the February, March, and April collections, will be replaced at no cost. Replacement copies are currently in process and we expect to send them before the end of the year.

Should you have any further questions or comments, please do not hesitate to contact me or one of our Customer Service Representatives at 1-800-443-ERIC or (703) 440-1400; or fax your comments to (703) 440-1408.

Sincerely,

EDRS/CBIS FEDERAL

John E. Gracza
Director

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(800) 443-ERIC• (703) 440-1400
FAX (703) 440-1408

Dear ERIC/EDRS Standing Order Customer:

We are pleased to provide you with the enclosed shipment of microfiche for the September issue of Resources in Education (RIE). CBIS Federal expects to begin shipping the October issue in mid-November.

CBIS would like to thank each of you who took the time to complete our technology survey. Your contributions are currently being analyzed to prepare a comprehensive report of the requirements for alternate technologies. This analysis will be forwarded to the U.S. Department of Education for their review and the outcome will eventually benefit all users of ERIC and EDRS. All participants will be forwarded a copy of the results in early 1992.

We have recently redesigned our EDRS order form and a copy is included in this shipment. We hope that this form is easier to use for you and your patrons and it may be used as a master for multiple photocopies.

In our last letter, we encouraged any feedback and suggestions you might have regarding EDRS and the quality of service CBIS provides. For those of you who provided us their comments, thank you. We are still very interested in how each of you view our service and encourage any and all comments and/or suggestions.

Should you have any further questions or comments, please do not hesitate to contact me or one of our Customer Service Representatives at 1-800-443-ERIC or (703) 440-1400; or fax your comments to (703) 440-1408.

Sincerely,

CBIS

John E. Gracza
Director

Attachment 13

ORYX

TO: Oryx Special Customers - Academic Librarians and
Education Researchers

FROM: Natalie S. Lang
Senior Vice President

SUBJECT: Prepublication Discount - 1st Edition

DATE: September, 1991

Responding to many requests we have received from your colleagues, other academic librarians and education researchers, The Oryx Press is publishing the **ERIC Identifier Authority List** in a permanent clothbound edition. This perfect companion research tool to the Thesaurus of ERIC Descriptors includes all identifier terms now in use in the ERIC Database--in both category display and alphabetical display.

As you know, Identifiers are often transitory or appear in the literature infrequently. However, they also represent language, topics, and trends on the cutting edge of education. The **ERIC Identifier Authority List** contains the 43,196 Identifiers currently used to assist in the indexing of CIJE and RIE (including 2,500 entirely new terms added--and 470 purged--since the last update in June of 1987). Used as a complimentary search system with the Thesaurus of ERIC Descriptors, researchers can fine-tune their search strategies with a remarkable degree of precision.

Oryx is offering this one-time special discount of 15%. Also, if you promptly send us your order with payment we will pay all postage and handling charges.

Use the enclosed order form, call us toll free (1-800-279-6799) or FAX us toll-free (1-800-279-4663).

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The Oryx Press ◦ An Arizona Corporation ◦ 4041 North Central at Indian School Road
Phoenix, AZ 85012 ◦ 602-265-2651 ◦ FAX 602-265-6250

ORYX

TO: Oryx Special Customers - CIJE Subscribers

FROM: Natalie S. Lang
Senior Vice President

SUBJECT: Prepublication Discount - 1st Edition

DATE: October, 1991

Responding to many requests we have received from your colleagues, other academic librarians and education researchers, The Oryx Press is publishing the **ERIC Identifier Authority List** in a permanent clothbound edition. This research tool is a perfect companion to the Thesaurus of ERIC Descriptors and includes all identifier terms now in use in the ERIC Database--in both category display and alphabetical display.

As you know, Identifiers are often transitory or appear in the literature infrequently. However, they also represent language, topics, and trends on the cutting edge of education. The **ERIC Identifier Authority List** contains the 43,196 Identifiers currently used to assist in the indexing of CIJE and RIE (including 2,500 entirely new terms added--and 470 purged--since the last update in June of 1987). Used as a complimentary search system with the Thesaurus of ERIC Descriptors, researchers can fine-tune their search strategies with a remarkable degree of precision.

The **ERIC Identifier Authority List** will be published for $55.00, but Oryx is offering a one-time special discount of 15%. Also, if you promptly send us your order with payment we will pay all postage and handling charges.

To place your order, call us toll free (1-800-279-6799) or FAX us toll-free (1-800-279-4663).

The ERIC Identifier Authority List. February 1992 / 352 pages 8 1/2 x 11 / Clothbound / ISBN 0-89774-738-0 / $55.00(t) --
Special Prepublication Price: $46.50

B3666

1534

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RETURN THIS COMPLETED FORM TO:

ORYX
An Arizona Corporation
4041 North Central at Indian School Rd
Phoenix, Arizona 85012-3397

August 1991

Dear ERIC Subscriber,

Due to an error in record distribution between the ERIC 1966-1981 disc and the ERIC 1982-June 1991 disc, SilverPlatter has corrected and reissued these two discs. Please destroy the following discs upon receipt of this corrected set: SP-002-026 and SP-002-027.

SilverPlatter apologizes for the confusion this error has caused. If you have questions about this or any other aspect of SilverPlatter's product line, please contact your local distributor or the appropriate Product Support department listed on the back of this sheet.

Sincerely,

SilverPlatter Information

LT-002-005

Dear SilverPlatter Subscriber,

Enclosed please find your new ERIC SP-002-028 disc. This disc is replacing your existing disc which is incorrect due to an error in record distribution between the ERIC 1966-1981 disc and the ERIC 1982-June 1991 disc.

Please destroy your ERIC SP-002-027 upon receipt of this order and replace it with the new, corrected disc.

We hope that this hasn't inconvenienced you in any way. Please contact your local distributor or the appropriate Support department listed on the back of this sheet.

Thank you.

LT-002-006

Attachment 14

SilverPlatter Information, Inc.
100 River Ridge Drive
Norwood, MA 02062-5026
U.S.A.
Tel: 617-769-2599
Fax: 617-769-8763

SilverPlatter Information Ltd.
10 Barley Mow Passage
Chiswick, London W4 4PH
U.K.
Tel: +44 (0) 81-995-8242
Fax: +44 (0) 81-995-5159

FOR IMMEDIATE RELEASE October 15, 1991
CONTACT: MARION WILLIAMS /800-343-0064

Press Release

SilverPlatter Announces the Release of the OCLC Education Library Database

First database from the OCLC Library Series

Norwood, MA -- SilverPlatter Information announced today that it has released the OCLC Education Library database on CD-ROM. This database is the first of the four databases in the OCLC Library Series available from SilverPlatter, and is part of the strategic alliance formed by SilverPlatter and OCLC. In this alliance, SilverPlatter will produce, market, and distribute SilverPlatter compact disc database products as replacements for most of OCLC's Search CD450 compact disc database products.

A subset of the OCLC Online Union Catalog, a database of over 24 million bibliographic records contributed by over 5,000 OCLC member libraries throughout the world, the OCLC Education Library is an international bibliography of educational materials. Coverage spans the 20th century and includes more than 17,000 records describing materials printed prior to 1900. In total, the OCLC Education Library database contains approximately 500,000 records and all types of material are represented including books, journals, theses, data files, slides, newspapers, recordings, filmstrips, microforms, and manuscripts. The OCLC Education Library database is published on one disc and is updated annually.

(more)

In the future, OCLC and SilverPlatter will explore the development of an online link between the EPIC service and SilverPlatter's CD-ROM database products that have counterparts on the EPIC service. Also being explored is the development of connections to OCLC's Interlibrary Loan (ILL) and document ordering systems.

As one of the first providers of information on CD-ROM, SilverPlatter has a distinguished reputation for providing quality CD-ROM products and excellent service to our customers. With over 70 titles available on compact disc, SilverPlatter remains the leader in bringing people and information together.

###

SilverPlatter Information, Inc.
100 River Ridge Drive
Norwood, MA 02062-5026
U.S.A.
Tel: 617-769-2599
Fax: 617-769-8763

SilverPlatter Information Ltd.
10 Barley Mow Passage
Chiswick, London W4 4PH
U.K.
Tel: +44 (0) 81-995-8242
Fax: +44 (0) 81-995-5159

Press Release

FOR IMMEDIATE RELEASE October 10, 1991
CONTACT: MARION WILLIAMS /800-343-0064

SilverPlatter Releases Full Text of SEC Documents on CD-ROM

Norwood, MA –SilverPlatter Information, a leading publisher of information on CD-ROM (Compact Disc Read Only Memory), has announced that it has released the SEC Online database on CD-ROM. SEC Online is a full text database containing the unedited text of the form 10Ks and 20Fs for all NYSE, AMEX, and selected NMS/NASDAQ companies. The full text of the documents appear on the database exactly as they are filed with the SEC, including all footnotes and selected exhibits. In addition, the original hard copy page numbers are displayed, enabling precise sourcing of copies of the original paper document.

The documents included in SEC Online on SilverPlatter provide information on:

- Business segments
- Financial
- Mergers and acquisitions
- R&D
- Distribution
- Corporate Strategy
- Subsidiaries
- Legal Proceedings
- Accounting principles
- New Products and technologies
- Competition

Using SilverPlatter's powerful search and retrieval software to access SEC Online on SilverPlatter, users can search the entire universe of documents for all the information on a particular company or subject. Instantly, all the data on the topic being searched is retrieved from the database.

Another special feature of this full text database is the Document Table of Contents which offers a consistent means of locating information within the documents. A concise resume is provided for every company, listing its ticker symbol, primary and secondary SIC codes, name, address, telephone number, and other basic data. In addition, all fields may be searched in the resume, providing an efficient means of locating specific company information or screening groups of companies.

SEC Online from SilverPlatter is a two-disc set which is split between Manufacturing and Non-Manufacturing companies, according to each company's Standard Industrial Classification. The U.S. list price for the two disc set is $2,900 for an annual subscription, or $1,650 for either the single manufacturing or non-manufacturing disc. Special academic prices are available, and separate prices apply for use in a network environment. The discs will be updated quarterly.

SEC Online on SilverPlatter joins SilverPlatter's family of quality business databases, including: Predicasts' F&S INDEX plus TEXT on CD-ROM which contains a broad source and subject coverage of companies, products, industries and applied technology; and COMLINE on SilverPlatter, an English language database of Japanese product and technology news obtained from monitoring over 130 Japanese language publications as well as other Japanese sources.

As one of the first providers of information on CD-ROM, SilverPlatter has a distinguished reputation for providing quality CD-ROM products and excellent service. With over 70 titles available on compact disc, SilverPlatter remains the leader in bringing people and information together. For further information, SilverPlatter at 1-800-343-0064.

Attachment 15

DIALOG
Information Services, Inc.

A Knight-Ridder Company

3460 Hillview Ave. • Palo Alto, California 94304 • (415) 858-2700 • FAX: (415) 858-7069

July 22, 1991

Mr. Ted Brandhorst
ERIC Research and Processing Facility
2440 Research Blvd., Suite 400
Rockville, MD 20850-3238

Dear Ted

It was a pleasure to meet you in Rockville at the beginning of the month. I have relayed our conversations to my manager, Stan Skudneski, and to Charlie Bourne as well. Charlie will contact you shortly.

I wanted to inform you of a pending enhancement we are planning for the ERIC file with the next update. ISBN and ISSN numbers, currently searchable in the RN= field, will be searchable in the BN= and SN= fields, respectively. For example, searching ISBN-0-382-24062-6, would be done: ?S BN=0-382-24062-6; and ISSN-0360-0025: ?S SN=0360-0025.

This is a prospective change to the file, that is it applies to all records carrying these numbers henceforth from UD=9107.

This change will allow ERIC to conform to the many other DIALOG databases that carry ISBN and ISSN numbers and allows ERIC to be included in DIALOG OneSearch with these fields.

We will add a message to the file at LOGON announcing the change and submit a paragraph in the ?NEWS portion of DIALOG once it is implemented.

Thank you.

Sincerely,

Eireann

Eireann Carroll
Product Manager

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DIALOG
Information Services, Inc.
A Knight-Ridder Company
3460 Hillview Ave. • Palo Alto, California 94304 • (415) 858-2700 • FAX: (415) 858-7069

August 1, 1991

Mr. Ted Brandhorst
ERIC Processing and Reference Facility
2440 Research Blvd., Suite 400
Rockville, MD 20850-3238

Dear Ted:

Thank you for the recent correspondence regarding the upcoming ASIS meeting and the BN/SN fields now in ERIC on DIALOG. As to the first issue, I have passed along your letter to Stan and Charlie. I'll follow up with both of them.

As to the BN/SN fields, the way you supplied the data was fine. It was a simple programming change on our end to create the two new fields for obvious benefits to the file.

I have enclosed a copy of the HELP message that is currently online. It should explain how to do retrospective searching for complete retrieval. There is a brief message at Logon that points to this HELP message; to see it simply type: HELP NEWS 1.

Also, thank you for submitting this change to the "Interchange" newsletter. The publicity will be helpful to users we may not reach.

Sincerely,

Eireann

Eireann Carroll
Product Manager

1594

File 001: FILE LEVEL MESSAGE

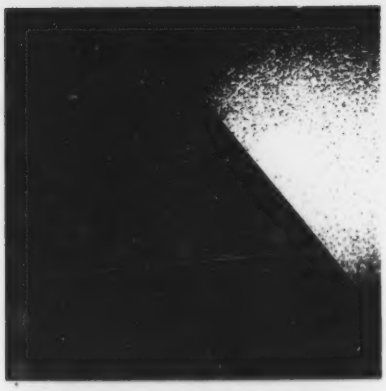
BN= (ISBN number) and SN= (ISSN number) now searchable.
See "HELP NEWS 1" for details.

HELP NEWS 1

With the January 1991 issues of CIJE and RIE, the ERIC Database (F001) began indexing International Standard Serial Numbers (ISSN) in its journals and journal article records. Beginning with UD=9107, ISSN numbers can be searched using the standard DIALOG prefix SN=. For example, ISSN-0360-0025 is searched ?S SN=0360-0025. For items entered prior to UD=9107, continue to use RN= to retrieve ISSN numbers, e.g., RN=ISSN-0001-8449. EXPAND to view entries and formats.

Beginning with this same update (UD=9107), International Standard Book Numbers (ISBN) can be searched in the BN= field. ISBN numbers have been assigned since the first issue of the online file. ISBN numbers entered before UD=9107 are searchable in the RN= field as: ?S RN=ISBN 0-8106-1055-8.

NOW AVAILABLE!
DIALOG OnDisc® Software for the Apple Macintosh®



DIALOG OnDisc®

Dear Dialog OnDisc Customer:

Dialog is pleased to announce the release of the first version of the DIALOG OnDisc software for use on Apple Macintosh computers.

All existing DIALOG OnDisc products work with the Macintosh except TRADEMARKSCAN®-FEDERAL. The Macintosh version offers the following features:

- Boolean search capability, using an easy menu interface
- Automatically expanded indexes
- Both predefined and user-defined output formats
- A direct entry screen where search terms can be entered using proximity indicators
- Context sensitive help

NEW FEATURES. The Macintosh version of DIALOG OnDisc also has some additional features that are not included in the current DOS version and that enhance the ease of use of the Macintosh product:

- **Search Marked Text** - Once you view a record, you can highlight words or phrases in the record, and search the terms without re-keying.
- **Search History** - Your search history can be viewed at any point to show what search steps have been executed. The search history can also be printed separately.
- **Document Access** - You can view the full document by double-clicking on a title from the Title List.
- **Font Size** - The size of the type that displays on your monitor can be changed within the program.
- **Reset Option** - All options can be cleared for a new user.

DIALOG Information Services, Inc. A Knight-Ridder Company 3460 Hillview Avenue • Palo Alto, CA 94304-1396 • 1-800-3-DIALOG (1-800-334-2564) or 415-858-3785

Here's what you need to have to use DIALOG OnDisc on the Macintosh:

- Macintosh Computer - Mac Plus or greater. This includes the newly released Mac products such as the Mac Classic.
- Memory - At least 1 megabyte of RAM, and 1 megabyte of free space on the hard disk.
- CDROM Drive - The following drives are supported: Apple CD-ROM SC, Pioneer CD-ROM Changer, or any CDROM drive that supports ISO 9660 format and works with a Macintosh.
- Apple System - System version 6.0.2 or later
- Optional but highly recommended - Macintosh compatible printer such an ImageWriter® II or LaserWriter® II or later.

If you are purchasing a new product . . .
The DIALOG OnDisc for the Macintosh involves NO PRICE CHANGES to our current product line. When you order, simply specify whether you want the DOS or Macintosh version of the software on the order form.

If you want to run your current product with the Macintosh software . . .
Simply fill in the enclosed form and return it to Publications Distribution. You may also send your request on your company letterhead. There is a $50 administrative charge for the Macintosh User's Guide.

If you have any questions, please call DIALOG Marketing at (800) 334-2564 or (415) 858-3785.

Sincerely,

Bonnie Zelter

Bonnie Zelter
Senior Marketing Specialist
CDROM

REDUC

RED LATINOAMERICANA DE INFORMACION Y DOCUMENTACION EN EDUCACION

LATINAMERICAN INFORMATION AND DOCUMENTATION NETWORK ON EDUCATION

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REDUC • A fundamental source of information for those who wish to understand education, both formal and non-formal, and its relation to the broader social, political, and economic context, in Latin America and the Caribbean.

REDUC • provides you with easy access to documentation regarding educational practice and the results of educational research in Latin America and the Caribbean — material which has been unavailable outside of the region.

REDUC • already provides access to more than 12000 documents, with close to 1000 items added each year.

REDUC • is a means of breaking the South/North knowledge barrier and reversing the usual North-to-South flow of educational information, research, and theory.

WHAT IS REDUC?

REDUC is a bibliographical data bank regarding education formed cooperatively by 23 associated centres in 17 Latin American and Caribbean nations. It produces a variety of materials to make educational information produced in the region accessible to all who need to know about education in Latin America and the Caribbean.

WHAT ARE REDUC'S PRODUCTS?

REDUC materials are available in several forms, depending upon your needs.

1. **Analytical Abstracts in Education** (Resúmenes Analíticos en Educación — RAE)

These are analytical summaries of the most important research studies and innovative experiences in the field of education in the region. The abstracts are sufficiently detailed that for many research purposes you can use them directly without necessarily reading the original document. They are published in two volumes per year, providing approximately 800 abstracts annually from throughout Latin America and the Caribbean. Several of the associated centres also produce national volumes of abstracts on a regular basis.

2. **Indexes**

For easy access to the information, REDUC publishes annually a comprehensive Index of Analytical Abstracts in Education in Latin America and the Caribbean, classifying abstracts by subject and author. The

1599

abstracts produced by all of the REDUC associated centres are included.

3. Microfiches of Original Documents

The full original versions of all documents abstracted by REDUC are available in microfiche form. These can be ordered individually from the REDUC Coordinating Centre. You can also subscribe to receive microfiche copies of all the documents listed annually in the Analytical Abstracts in Education. If you have access to a microfiche reader you can thus have easy access to the full stock of REDUC documentation each year at your workplace.

4. Photocopies of Original Documents

You can order a photocopy of the full original version of all documents in the REDUC collection from the REDUC Coordinating Centre.

5. State-of-the-Art Papers

The REDUC network is undertaking the production of a series of "state-of-the-art" papers reviewing and analyzing what is known about important issues of educational policy and practice in the region. Themes for these reviews are selected by a group of leading regional researchers and policy-makers in education. A list of currently available state-of-the-art papers can be obtained from the REDUC Coordinating Centre.

6. Other products

REDUC associated centres are producing other material which circulates through the network, including:

- working papers
- national bibliographies
- subject-specific bibliographies
- bibliographies of newspaper articles on education
- abstracts of meetings and symposia.

THE COMPLETE COLLECTION

There are now over 12000 documents available in the REDUC collection. Back issues of Analytical Abstracts in Education and the annual Indexes are available to provide you with access to the complete collection. Your library may also purchase the full set of microfiche copies of the original documents, providing you, your colleagues and your students with immediate complete access to the most important educational documentation from all of Latin America and the Caribbean.

ACCESS THROUGH COMPUTERS

REDUC is being computerized. Soon you will be able to have immediate electronic access to the production of the network. The first step is computerized index searching, for which the software is in the final test stage. By the end of 1988 direct computer communication with the REDUC Coordinating Centre and some associated centres will be possible. Within 2 to 3 years communication from most computers in North America and Europe to most of the REDUC associated centres will be possible.

WHAT DOES REDUC MATERIAL COST?

The cost of REDUC material may vary somewhat from year to year depending upon rates of inflation in the various nations represented in the network and fluctuations in currency exchange rates. The 1986-87 prices for North America will give an idea of the range of costs. (materials sent by certified mail)

Analytical Abstracts in Education	
Yearly subscription	
without microfiches	US$ 30.00
with microfiches	US$250.00
Back issues (per semester)	
1979-82	8.50
1983-85	10.00
Annual Index	15.00

Precise current cost information may be obtained from the REDUC Coordinating Centre.

REDUC INFORMATION FOR MANY KINDS OF USERS

Individuals with a professional interest in education, in all its aspects, in Latin America and the Caribbean, will find REDUC an essential source of information. Educational research and experimentation has become a vary active and important enterprise throughout the region during the past 20 years. Thousands of studies and experiments have been carried out regarding education, formal and non-formal, in schools and in communities, for learners of all ages, from infants to older adults. Previously, the documentation of this great wealth of experience has been very difficult to acquire. Now it is easily accessible through REDUC. And REDUC material is of interest to others besides those interested specifically in education. Most of the educational research and analysis included in the collection examines education in its broader social, economic or political context. Thus, REDUC material will be important to a broad array of social and behavioral scientists, practitioners, and officials of international organizations with an interest in Latin America and the Caribbean.

REDUC ASSOCIATED CENTRES

Argentina
Centro de Investigación y Promoción Educativa y Social (CIPES)
Proyecto Multinacional para el Mejoramiento de la Retención Escolar en el Nivel Básico en América Latina (PREBAL) O.E.A.
Universidad Católica de Córdoba, Fac. de Filosofía y Humanidades

Bolivia
Centro Boliviano de Investigación y Acción Educativa (CEBIAE)

Brazil
Fundación Carlos Chagas
Instituto Nacional de Estudos e Pesquisas Educacionais (INEP)

Colombia
Pontifica Universidad Javeriana. Fac. de Estudios Interdisciplinarios
Universidad Pedagógica Nacional. Centro de Investigaciones (CIUP)

Costa Rica
Centro Multinacional de Investigaciones Educativas (CEMIE)

Chile
Centro de Investigación y Desarrollo de la Educación (CIDE)

Dominican Republic
Universidad Católica Madre y Maestra. Centro de Documentación e Información Educativa (CEDIE)

Ecuador
Centro de Investigación, Planficación y Tecnología Educativas (CIPTE)

Guatemala
Centro de Investigación y Documentación de Guatemala (CINDEG)

Honduras
Escuela Superior del Profesorado "Francisco Morazón"

Mexico
Centro de Estudios Educativos (CEE)
Red de Información Educativa (RIE)

Nicaragua
Ministerio de Educación (MED). Div. Gral. de Planificación. Oficina de Investigación y Documentación

Panama
Instituto Centroamericano de Administración y Supervisión de la Educación (ICASE)

Paraguay
Centro Paraguayo de Estudios Sociológicos (CPES)

Peru
Instituto Nacional de Investigación y Desarrollo de la Educación (INIDE)

Uruguay
Centro de Investigación y Experimentación Pedagógica (CIEP)

Venezuela
Centro de Reflexión y Planificación Educativa (CERPE)
Centro Regional para la Educación Superior en América Latina y el Caribe (UNESCO/CRESALC)

THE REDUC-OISE CONNECTION

With the assistance of the Canadian International Development Agency (CIDA) the REDUC network is being expanded and strengthened over the next several years. The Ontario Institute for Studies in Education (OISE) is collaborating in this next phase of the network's development. OISE has joined the REDUC network, has in its library the complete microfiche collection of REDUC documents, and has direct computer linkage with the REDUC Coordinating Centre. If you are in Toronto you can visit the OISE library and examine the REDUC material firsthand. For further information about any aspect of REDUC you may contact:

Dr. Joe Farrell, Department of Adult Education
Ontario Institute for Studies in Education
252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6
Phone: (416) 923-6641, ext. 2361 BITNET: reduc@utoroise
Telex: OISETOR 06 217720 FAX: (416) 926-4725

REDUC Coordinating Centre

REDUC is a cooperative Network, a joint effort of all of the associated centres. The activity of the network is coordinated by the Centre for Educational Research and Development (CIDE — Centro de Investigación y Desarrollo de la Educación). Detailed information about any aspect of the REDUC network and its operation and products can be obtained from CIDE. All requests for REDUC materials should be directed to CIDE. Documents are available only in Spanish or Portuguese.

Centro De Investigación y Desarrollo de la Educación (CIDE)
REDUC Coordinator
Erasmo Escala 1825
Casilla 13608. Santiago 1, Chile
Phone: 698 7153; 698 6495 Telex: 34 0485 (Making CK)

1602

FOR FURTHER INFORMATION

Detach and fill out this form, and mail it to:

Centro de Investigación y Desarrollo de la Educación
REDUC Coordinator
Erasmo Escala 1825
Casilla 13608. Santiago 1, Chile.

Please send additional information regarding REDUC materials and a current price list to:

Name _____

Address: _____

_____

_____

If you have any specific questions or interests, please list them here.

_____

_____

_____

_____

_____

_____

BEST COPY AVAILABLE

1603

Attachment 17

InterEd MEETING

(October 31 - November 1, 1991)
ERIC Processing and Reference Facility

AGENDA

Oct. 31 (Thursday)	8:00-8:30	Coffee and Rolls
	8:30-8:45	Welcome by Central ERIC, Greetings, Introductions
	8:45-9:15	Opening Statements (Focusing on "What We Want to Achieve" and "What We See as Priority Issues")
	9:15-12:00 (break around 10:30 a.m.)	**Data Recording Conventions/Standards**

A. **Fields**
Compare fields utilized by all members. Which fields are exactly the same? Which are similar? Which are unique? Identify minimum standard set of "essential" fields.

B. **Data Within Fields**

Examine cataloging/indexing/abstracting conventions within each field. Which are same? Which are different? Which can be made the same? Which don't need to be the same?

C. **Files/Subfiles – Database Architecture**

ERIC has two subfiles (ED for documents; EJ for articles) that comprise its database. Do any others follow this structure? Would it be advisable to do this?

D. **Layout of Data/Fields on Machine-Readable Media**

What is done now for each? Are there internal/local formats that differ from external/interchange formats? Do we need to go to a common internal format or do we need to be able to convert to a common external tape communication format? Can the ERIC format serve as a model? If not. what are other options? What are the options for integrating our data at one online vendor's site?

	12:00:-1:30	Lunch Marriott Courtyard (?), within one block of ERIC Facility
	1:30-2:30	**Continuation and Completion of "Data Recording Conventions/Standards"**

2:30-4:00 **Authority Files**

A. *Subject Thesauri*

Report on CEI "concordance" project. If we don't all use the same indexing vocabulary, will a concordance-type map between our respective vocabularies suffice for the user? Continued sharing of terminological data.

B. *Other Authority Lists*

1. Identifiers
2. Organization Names
3. Geographic Names
4. Language Names
5. Publication/Document Types
6. Target Audiences

4:00-5:00 **Online Together!**

What is the "look" or presentation of the InterEd family online? What are the options? What does the vendor do/contribute to the look versus what do InterEd members do? Assemble a set of questions for the DIALOG representative (next day).

5:00 Adjourn Day 1

Dinner together at downtown restaurant convenient to visitor accommodations and Metro(?)

Nov. 1 (Friday) 8:30-9:00 Coffee and Rolls

DIALOG Representative

9:00-10:30 Meet with DIALOG representative and discuss problems, options, DIALOG involvement, etc.

10:30-10:45 Break

10:45-12:00 **Coverage Issues**

Current coverage policies and selection criteria for each member. Journals/Journal Articles versus "Documents". Union list of serials covered. Duplication of coverage -- How much is acceptable? How much can be eliminated? Division of responsibility for non-domestic journals.

12:00-1:30 Lunch

1:30-2:30	**Document Delivery/Supply Issues** Who does document delivery now and how? Who does not? ERIC has 98% document delivery, 75% article delivery. Do we need to ensure document delivery capability for the literature processed by all InterEd members?
2:30-3:30	**Business Issues** Pricing. Royalties/Usage fees. Revenue splits. Nature of business agreements with online and CD-ROM vendors. Marketing. Internal support for InterEd work.
3:30-3:45	Break
3:45-4:45	**Recapitulation; summation; where do we go from here? Assignments. Schedule**
4:45	Adjourn (Day 2)

Attachment 18

Meeting of the ERIC Directors
November 13, 1991

SESSION 1: 8:00 - 10:00

8:00	Welcome:	Layout for the day by Stonehill/Eisenberg
8:15	The Great Debate:	How Shall We Define "Education Related?"
		Ted Brandhorst and Craig Howley will lead panels in a debate of contrasting views of what should be included in the ERIC database. The primary question is, "Should ERIC include materials of interest to educators even though the materials may not be directly about education?" Related questions and issues concerning the scope and coverage of ERIC may be raised as well.
		Open participation from all Directors will be encouraged and accomodated.
9:00	Related Topic:	Journal Coverage in CIJE - results of the survey. Discussion led by Wagner et al.
9:30	National Forum:	Briefing on the role of ERIC people (collectively and individually) including objectives, approach, support services, and follow-up activities. Led by Rothenberg/Henson.

SESSION 2: 10:15 - 12:00

10:15	The Stonehill Report:	Briefing on OERI/ED/ERIC and related developments.
11:00	Mission/goals:	Initiatives for the near and long-term future.
		What do the Directors see for ERIC in the future? What is the mission of ERIC? What are our goals? What are the priority initiatives?

It seems that every constituency related to ERIC (and some not related to ERIC) are being asked opinions for the upcoming recompetition. This is the ERIC Directors' opportunity to express their collective opinions.

Expected outcome: a 3 page position statement (to be drafted by the Executive Committee) that can be used in a variety of situations - w/i OERI, in the RFP drafting, in making budget choices, in working with other organizations, groups, individuals.

ACTIVITY: Based on the input provided and prior discussions, break into groups to discuss, agree on, and prioritize 10 - 15 goals/initiatives. Each group would advocate their top 5 in the large group session.

LUNCH: 12 :00- 1:00

SESSION 3: 1:15 - 2:45

1:15 Follow-up: Reporting and discussion from the previous session (on the mission/goals/initiatives).

2:00 Internal Affairs:

System improvements - use of royalty monies

Selecting exemplary documents

Other - concerns raised from the floor

SESSION 4: 3:00 - 5:00

Interaction with contractors and task forces

- ERIC Facility
- Access ERIC
- ORYX
- CBIS/EDRS
- Assessment Task Force
- Access ERIC Assessment Activities
- Inter-Ed Task Force
- White House Conference

Written reports should be submitted prior to the meeting. This session should be for raising concerns, questions, and discussion of issues.

RECEPTION: 6:30

Sponsored by Syracuse University
at the Greenberg House, 2301 Calvert St N.W.

Attachment 19

DEPARTMENT OF EDUCATION
OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT

NATIONAL FORUM ON RESEARCH, DEVELOPMENT AND DISSEMINATION

November 14 - 15, 1991

AGENDA

THURSDAY, NOVEMBER 14, 1991:

8:30 a.m.-9:15 a.m.	Opening Remarks: "My Goals for OERI" Diane Ravitch, Assistant Secretary and Counselor to the Secretary, U.S. Department of Education	Grand Ballroom Central Salon
9:15 a.m.-10:45 a.m.	The RD&D System, Its Critics, Its Clients Thomas James, Brown University Executive Director, National Academy of Education Project on Funding Priorities for Educational Research Eric Cooper, Executive Director, National Urban Alliance for Effective Education/Teachers College, Columbia University Questions and Answers	
10:45 a.m.-11:00 a.m.	Break	
11:00 a.m.-12:30 p.m.	National Goals Work Groups	Small Group Locations will be Announced

Work groups will begin to develop a plan for sharing information among members of the groups, as well as with the other National Goals' groups and will be asked to respond to the concerns presented by the Assistant Secretary. Each group will identify problem areas to be addressed, identify areas to be added to the knowledge bases of research and practice, and will generate a list of potential strategies to achieve these aims. Current and future R&D products from each of the participants' organizations will be identified, as well as resources and expertise among the participants that will advance the immediate and long term objectives of each National Goal.

Specifically, we expect each session will concentrate on:

1) exploring the implications the National Goals have for current and future research, development, and dissemination;
2) increasing productive dissemination and utilization of knowledge in education; and
3) bolstering collaboration and communication within the Federal RD&D system.

12:30 p.m.-2:00 p.m.	Lunch	Exhibit Hall
	"Private Sector Views on Educational Needs and Reform" Luncheon Speaker: Carl Ball, Businessman and Philanthropist, Partnership for Excellence in Education, National Industry Council for Science Education	
2:00 p.m.-3:00 p.m.	Resume Work Group Sessions	Small Group Locations will be Announced
3:00 p.m.-3:15 p.m.	Break	
3:15 p.m.-3:55 p.m.	Information Sharing Session 1 among Labs, and Centers, ERIC, LEAD, NDN, and other participants	Small Group Locations will be Announced
4:00 p.m.-4:40 p.m.	Information Sharing Session 2	
4:45 p.m.-5:25 p.m.	Information Sharing Session 3	
5:30 p.m.-7:00 p.m.	Reception David Kearns, Deputy Secretary of Education will briefly speak on "The Challenges We Face: The National Goals and AMERICA 2000"	Grand Ballroom North Salon
8:00 p.m.	Evening Discussion (Optional)	Exhibit Hall

Work groups from the morning and afternoon will be encouraged to continue their discussions into the evening. Chairpersons for the small group sessions will meet with specific OERI staff to organize the sessions for Friday.

FRIDAY, NOVEMBER 15, 1991:

8:45 a.m.-9:30 a.m.	"What Must We Do to Make the RD&D System Available to Everyone?" Diane Ravitch, U.S. Department of Education	Grand Ballroom Central Salon
9:30 a.m.-10:15 a.m.	"The Pluses and Minuses of Research into Practice Efforts in Education," Brenda Turnbull, Principal, Policy Studies Associates, Inc.	
10:15 a.m.-10:30 a.m.	Break	
10:30 a.m.-12:00 a.m.	Small Group Sessions (8)	Small Group Locations will be Announced

1) The Role of Research and Dissemination in School Reform

   Models for Collaboration
   Knowledge Utilization Models
   Mapping the Future of R&D
   Standards for Validation of Findings and Evaluating Research

2) Targeting Specific Audiences for Research Findings

   Reaching Teachers, Parents, Policy Makers, and Students
   Demonstrating the Link Between Research and Practice

3) New Technologies and Forms of Dissemination

   The Uses of Technologies
   Bringing the USA On-Line and INet

12:00 p.m.-1:30 p.m.	Lunch "Who's on First - What's on Second" Luncheon Speaker: Milton Goldberg, Director, Office of Research, OERI	Renaissance Ballroom East Salon

2:00 p.m.-3:00 p.m.	Plenary Session to Summarize Individual Sessions	

A panel representing Labs, Centers, ERIC, NDN, LEAD, and other participants will summarize the discussions of the various groups. It will also propose establishing on-going task forces to address those R&D issues discussed in the morning sessions. Finally, it will summarize the work these task forces will be expected to do over the next year.

3:00 p.m.-3:15 p.m.	Concluding Remarks: "Federal RD&D: Our Responsibility to the Public" Diane Ravitch, U.S. Department of Education	Grand Ballroom Central Salon
3:30 p.m.	Forum Closes	
	Forum Proceedings Will Be Prepared and Disseminated to All Participants	

Attachment 20

ERIC DIRECTORS MEETING

(November 13, 1991)

ERIC FACILITY REPORT

I. ACQUISITIONS AND SELECTION

- The *ERIC Acquisitions Arrangements* (complete edition) was issued in July 1991. It contained a total of 1,614 entries for organizations that regularly send documents to ERIC.

- *"Level 2"* was redefined by Central ERIC around mid-year to mean *"permission to reproduce in other than paper copy."* This move was taken in order to prepare for the fact that microfiche might not always be the archival method of choice and the fact that projected full-text optical media-based products will require reproduction by other than micrographic means.

- The two *"Reproduction Release Forms"* (blanket and specific document) were both revised to reflect the new definition for Level 2, to make the type larger, and to indicate where the forms should be sent. The color difference between the forms was maintained in order to tell them apart easily.

- The *Submitting Documents to ERIC* acquisitions brochure was revised and reprinted by GPO in October 1991. All addresses and telephone numbers were brought up-to-date and the reduced-size Reproduction Release Form contained in the brochure was revised to reflect the new definition of Level 2.

- Chapter 3 of the *ERIC Processing Manual* (EPM), covering *"Selection,"* was revised and issued in August 1991. Also issued in August was the *"ERIC Clearinghouse Scope of Interest Guide"* (EPM Appendix A). Both sections had circulated internally and been handed out at ERIC meetings for many months and had the benefit of input and suggestions from throughout the system.

- The ADR Online system is up and running. All Clearinghouses have managed to utilize the batch option. An improved set of operating procedures, designed to handle the problems being experienced by some and the variations caused by different equipment configurations, was distributed on November 8. Objective #1 is to get all components using the system regularly and successfully. Objective #2 will be to simplify and streamline the system, cut out some of the unnecessary "administrative" steps, make it more user friendly, and add new features.

II. DOCUMENT CONTROL

- The prospect of ERIC full-text products has caused ERIC to begin retaining possession of the original copies of the documents it processes (rather than, as previously, discard them after 4 months). The ERIC Facility is currently warehousing most of the 1990 documents. EDRS has retained the 1991 documents, beginning with February 1991.

III. PROCESSING

- The *"Adjunct ERIC Clearinghouse on Consumer Education,"* affiliated with ERIC/CE, was added to the roster in July 1991. Both Rosella Bannister, the Director, and Patricia Bonner, the Associate Director, have visited the Facility for processing orientation.

- The *"National Education Goals,"* and documents related to them are getting very heavy publicity these days. The related documents are often accorded PRIORITY status; some have even been processed at the Facility in order to make next issues. The cooperation received from all of the Clearinghouse in handling these materials has been excellent and is much appreciated.

- ERIC Digests Online (EDO) Tape #3 was completed and distributed to all interested parties in September. DIALOG has already updated their file. It contained 226 full-text Digests. EDO #4 is underway and should be completed in January or February 1992. The simultaneous transmission of both the Digest full text and the corresponding RIE resume for the Digest has worked out well. All Clearinghouses were sent a set of revised guidelines for preparing EDO data (based on what we learned while doing EDO #3).

LEXICOGRAPHY

- The *Identifier Authority List* (IAL), both alphabetical and category displays, was issued in June 1991.

- A list of heavily-posted (i.e., 30+) Identifiers was sent to all components in September 1991. These are the prime candidates for new Descriptors for the *Thesaurus* and the Clearinghouses were urged to concentrate their lexicographic efforts on this group.

REFERENCE AND USER SERVICES

- The *ERIC Clearinghouse Publications* annual bibliography, covering ERIC Clearinghouse products announced in RIE during 1990, was issued in July 1991. Thanks to the high volume of Digests, it listed a total of 355 publications, the highest number in nearly 20 years.

- Several ERIC Ready References were either revised or newly created:

  __ #6 *"ERIC Clearinghouses and Other Network Components"* was revised in September to reflect several telephone or FAX number changes;

  __ #7 *"ERIC Fact Sheet"* was brought up-to-date in April with information through 1990;

  __ #10A was re-done in September to list alphabetically all 1,204 digests to date (10B listed the same group by Clearinghouse);

  __ #11 revised the *"ERIC Microfiche Statistics"* to reflect the new EDRS/CBIS price schedule;

  __ #12 *"ERIC Telephone Directory"* was revised in September;

  __ #15 *"The Costs of Becoming on ERIC Information Service Provider"*, describing three levels of ERIC service, was issued in May 1991, partly as an aspect of an initiative to get AID to fund basic ERIC access in developing nations.

MISCELLANEOUS

- The *"Compact ERIC"* project of UMI is alive but "holding." The field test results were positive, but the product price was perceived as high. UMI wants to develop such a product, but is considering its options. Meanwhile, ERIC Clearinghouses continue to code the "best" documents with a Pubtype 800 (Compact ERIC) or 801 (Schooldisk), which serves as a hidden strictly internal code to identify candidates for these products.

- Sales of ERIC tapes continue to increase slightly as more institutions look seriously at mounting the ERIC database online on their mainframes. As the costs of online activity rise, the restrictions on simultaneous use of CD-ROM systems chafe, and the costs of storage decline, users are once again looking at the do-it-yourself option. The OPAC companies, like NOTIS, are also fueling this trend by offering ERIC as part of their service.

- The *"ERIC Network Telephone Directory"* was reissued by the Facility in July 1991, complete with entries for all Adjuncts.

- The ERIC Facility will be moving on the weekend of November 29-30, December 1, to 1301 Piccard Drive, Rockville, MD 20850. We will have the same voice telephone numbers, but all our data lines will change. Due to the need to pack beforehand, and the Thanksgiving day holiday on Thursday, November 28, we will be in a "reduced state of effectiveness" most of that week.

- The conversion program to convert ERIC data into IAUDOC data for the UNESCO *International Bibliography of Higher Education* has been completed and ERIC will be sending data to IAUDOC during December.

- The InterEd group held a meeting at the ERIC Facility on October 31-November 1, 1991. Represented were BEI, CEI, and ERIC. AEI could not fund the travel, but offered full support. As a result of the two-day meeting, a proposal was drafted for DIALOG and was mailed November 8. (See separate copy of proposal being made available in quantity).

Attachment 21

ERIC®
DOCUMENT REPRODUCTION SERVICE
Operated by CINCINNATI BELL INFORMATION SYSTEMS INC.

EDRS/CBIS FEDERAL INC.
7420 Fullerton Road, Suite 110
Springfield, Virginia 22153-2852
(800) 443-ERIC• (703) 440-1400
FAX (703) 440-1408

MEMORANDUM

To: **ERIC Clearinghouse and Component Directors**

From: **John Gracza**

Date: **November 5, 1991**

Subject: **Directors Meeting**

On April 16, I informed all of you that CBIS anticipated making our first Standing Order shipment in May and would begin filling On-Demand requests in late April. I can now tell you that CBIS is fully operational as the EDRS contractor and with the November Standing Order shipment, will be meeting all of our contractual obligations! I would like to take this opportunity to thank each and every one of you for the assistance and patience you have shown us in making this a smooth transition. In particular I would like to thank Bob Stonehill, Pat Coulter and the OERI staff; Ted Brandhorst and the ERIC Facility staff, and Beverly Swanson and the Access ERIC staff for all their assistance during our sometime difficult transition.

Where is EDRS? We have completed the fastest transition from one contractor to another in EDRS history. We have made several enhancements to the operations, implemented a strong marketing campaign, and are in the process of performing a technology study to look at new methods of disseminating ERIC information.

The following bullets describe the enhancements we have made to the EDRS operations:

* **CHANGE IN FILM COLOR FOR DIAZO PRODUCTS** - Beginning with the April shipment, CBIS started to use a blue/black diazo film for all distribution copies. Aesthetically this provides the user with a more colorful product and denotes a change in the EDRS contractor.

* **IMPROVED TURNAROUND TIME FOR ON-DEMAND ORDERS** - CBIS is consistently fulfilling On-Demand orders in three working days from receipt. This surpasses the contractual requirements and is a significant improvement over our predecessor.

* **IMPROVED BOOKBINDING METHOD** - On October 15, CBIS began using a thermo-bind method for binding On-Demand paper copies. This method provides the paper copy in a book form which facilitates photocopying and storage. Additionally, the final product has a better appearance to the customer.

* **EXPANDED TOLL FREE SERVICE** - On November 5, CBIS expanded our toll free (800) service to all customers in Canada. This was in response to a letter we received from one of our Canadian customers. Our aim in making this change is to generate additional business from our northern neighbors and to demonstrate our responsiveness to CBIS customers.

The following bullets describe CBIS' activities in marketing the ERIC data base:

* **EXHIBITED AT THE ANNUAL ALA CONVENTION** - In June, CBIS shared booth space with Access ERIC at the annual ALA convention in Atlanta. We sent four CBIS representatives to promote ERIC and the services provided by EDRS. We created a brochure that listed our services, produced a rolodex card with ordering information, and raffled a fiche reader to attendees who provided us with their business card. Attending the conference was a success in that it afforded our customers a chance to place faces with the names of people they have been dealing with, and it allowed customers the opportunity to provide feedback on the quality of the product they had been receiving. Additionally, we were able to promote ERIC. While I feel it was important for us to have a presence at ALA, we have not received the kind of response in new customers that we anticipated. To date, I have not decided if CBIS will attend next year's ALA conference.

* **DIRECT MAIL CAMPAIGN** - CBIS is in the process of beginning an extensive direct mail campaign to promote the cumulative annual COM index. We have completed a mailing to all secondary school principals in the Washington metropolitan area and will be mailing a letter in the next few weeks to all state education superintendents promoting the index and other ERIC/EDRS products. Our hope is that we can persuade more school districts to use ERIC in research and increase our On-Demand business.

* **PUBLIC LIBRARIES** - To date, we have met with two local public libraries to better understand their needs for educational information and determine their familiarity with ERIC. Our goal is to attract parents and non-traditional users to ERIC. We plan to market the annual index and special products tailored to parents and the general public. Again, we hope to increase On-Demand business.

* **AMERICA 2000** - CBIS is in the process of evaluating our role in marketing ERIC documents relevant to America 2000. We have determined that one objective will be to focus on involvement from the business community. We have termed this our Corporate 2000 campaign and we will have more information on this in the coming months.

* **INTERNATIONAL MARKETING** - CBIS is working with the director of Library Programs of the U.S. Information Agency to inform members of Soviet block countries about ERIC and the role of

EDRS in providing ERIC information. In October, information on ERIC and EDRS was also disseminated to ministries of education in China, Indonesia, Mongolia, Albania, and Lithuania. Additionally, CBIS has contacted information brokers in England, Taiwan, Australia, Israel, China, Spain, and Brazil about becoming distributors of ERIC documents.

One of our contractual requirements is to provide OERI with a technology study that investigates alternative delivery methods of disseminating the ERIC data base. To that end, we mailed a technology survey to all Standing Order Customers in the middle of September. While we realize the survey was some what lengthy, this information is needed by CBIS to fully analyze alternative methods. We have received a large number of responses, but we need more participation from our customers. I will be mailing a letter in the next week to encourage more participation and extend the due date until December 16. Any assistance that you can provide in increasing our response will be greatly appreciated. CBIS feels that we can improve the technology, which will increase participation in the number of people using ERIC, but we need to know what equipment libraries have and how they are configured before we make the investment.

Again, I would like to thank each of you for your cooperation and assistance in making our transition a smooth one. CBIS is proud to be a member of the ERIC team and we feel that CBIS can contribute in making people aware of ERIC. I look forward to personally discussing with you the topics I have covered in this update at the November 13 meeting.

Attachment 22

ERIC DIRECTORS, 1965-1991*

(Central ERIC, Clearinghouses, and Support Contractors)

Prefix	CENTRAL ERIC	Year	Director	Host Organization	Notes
CERIC	Central ERIC	1965-66 1966-70 1970-78 1978-82 1982-85 1985-87 1988-	Harold A. Haswell Harvey Marron Charles W. Hoover Robert E. Chesley Charles W. Hoover Alan Moorehead Robert M. Stonehill	Office of Education (OE) Office of Education (OE) National Institute of Education (NIE) National Institute of Education (NIE) National Institute of Education (NIE Office of Educational Research and Improvement (OERI), U.S. Department of Education Office of Educational Research and Improvement (OERI), U.S. Department of Education	

Prefix	ERIC CLEARINGHOUSES	Year	Director	Host Organization	Notes
AC	Adult Education	1967-72 1973	Roger DeCrow Stanley Grabowski	Syracuse University Syracuse University	Merged into CE in 1973
AL	Linguistics	1966-71	A. Hood Roberts	Center for Applied Linguistics (CAL)	Merged into FL in 1971
CE	Adult, Career, and Vocational Education (formerly Career Education)	1973-75 1976-79 1980-87 1987-	David Tiedeman Marla Peterson Juliet Miller Susan Imel	Northern Illinois University Ohio State University Ohio State University Ohio State University	
CG	Counseling and Personnel Services	1966-	Garry R. Walz	University of Michigan	
CS	Reading and Communication Skills	1972-83 1984-87 1988-	Bernard O'Donnell Charles Suhor Carl Smith	National Council of Teachers of English (NCTE) National Council of Teachers of English (NCTE) Indiana University	

Prefix	ERIC CLEARINGHOUSES	Year	Director	Host Organization	Notes
EA	Educational Management	1966-67 1967 1968-69 1969-	Ione F. Pierron Philip K. Piele (Acting) Terry L. Eidell Philip K. Piele	University of Oregon University of Oregon University of Oregon University of Oregon	
EC	Handicapped and Gifted Children	1966-69 1969-70 1970-90 1990	June Jordan Paul Ackerman Donald K. Erickson Frederick Weintraub	Council for Exceptional Children (CEC) Council for Exceptional Children (CEC) Council for Exceptional Children (CEC) Council for Exceptional Children (CEC)	
EF	Educational Facilities	1967-68 1969-70	John Yurkovich Howard Wakefield	University of Wisconsin University of Wisconsin	Merged into EA in 1970
EM	Educational Media and Technology	1967-68 1969-70 1971-72 1972-73	Wilbur Schramm William Paisley Donald Coombs Richard E. Clark	Stanford University Stanford University Stanford University Stanford University	Merged into IR in 1973
FL	Languages and Linguistics	1966-70 1971-74 1974-78 1978-80 1981-86 1986-	Kenneth W . Mildenberger Warren Born A. Hood Roberts Peter A. Eddy John L. D. Clark Charles W. Stansfield	Modern Language Association (MLA) Modern Language Association (MLA) Center for Applied Linguistics (CAL) Center for Applied Linguistics (CAL) Center for Applied Linguistics (CAL) Center for Applied Linguistics (CAL)	
HE	Higher Education	1968-69 1969-74 1974-77 1977-	Lloyd H. Elliott Carl J. Lange Peter Muirhead Jonathan D. Fife	George Washington University George Washington University George Washington University George Washington University	
IR	Information Resources	1973-74 1974-77 1977-90 1990-	Richard E. Clark Lewis Mayhew Donald P. Ely Michael B. Eisenberg	Stanford University Stanford University Syracuse University Syracuse University	
JC	Junior Colleges	1966-	Arthur M. Cohen	University of California at Los Angeles (UCLA)	
LI	Library and Information Science	1967-70 1970-73	Wesley Simonton Herbert R. Koller	University of Minnesota American Society for Information Science (ASIS)	Merged into IR in 1974
PS	Elementary and Early Childhood Education	1967-70 1970-	Brian W. Carss Lilian G. Katz	University of Illinois University of Illinois	

BEST COPY AVAILABLE

Prefix	ERIC CLEARINGHOUSES	Year	Director	Host Organization	Notes
RC	Rural Education and Small Schools	1966-68 1968-84 1984-86 1986-87 1988-89 1990-	Alfred M. Potts Darrell S. Willey Everett Eddington Jack P. Cole Betty Rose Rios C. Todd Strohmenger C. Todd Strohmenger (Co) Craig B. Howley (Co)	New Mexico State University New Mexico State University New Mexico State University New Mexico State University New Mexico State University Appalachia Educational Laboratory (AEL) Appalachia Educational Laboratory (AEL)	
RE	Reading	1966-68 1969-72	Edward G. Summers Leo Fay James Laffey	Indiana University Indiana University Indiana University	Merged into CS in 1972
SE	Science, Mathematics, and Environmental Education	1966-68 1968-90 1990-91 1991-	John S. Richardson Robert Howe Patricia E. Blosser (Acting) David Haury	Ohio State University Ohio State University Ohio State University Ohio State University	
SO	Social Studies/Social Science Education	1970-75 1975-85 1985-	Nicholas Helburn Irving Morrissett John J. Patrick	Social Science Education Consortium, Inc. Social Science Education Consortium, Inc. Indiana University	
SP	Teacher Education (formerly School Personnel)	1966-68 1968-74 1974-76 1976-81 1981-83 1983 1983-87 1987-	Leonard J. West Joel L Burdin Joost Yff Karl Massanari Joost Yff Michael Butler (acting) Elizabeth Ashburn Mary Dilworth	City University of New York American Association of Colleges for Teacher Education (AACTE) American Association of Colleges for Teacher Education (AACTE) American Association of Colleges for Teacher Education (AACTE) American Association of Colleges for Teacher Education (AACTE) American Association of Colleges for Teacher Education (AACTE) American Association of Colleges for Teacher Education (AACTE) American Association of Colleges for Teacher Education (AACTE)	
TE	Teaching of English	1967-72	Bernard O'Donnell	National Council of Teachers of English (NCTE)	Merged into CS in 1972
TM	Tests, Measurement, and Evaluation	1970-72 1972-87 1987 1988-	Henry S. Dyer S. Donald Melville Gary J. Echternacht Lawrence M. Rudner	Educational Testing Service Educational Testing Service Educational Testing Service American Institutes for Research	
UD	Urban Education (formerly Urban Disadvantaged)	1966-68 1968-79 1979-	Edmund W. Gordon Doxey A. Wilkerson Edmund W. Gordon Erwin Flaxman	Yeshiva University Yeshiva University Teachers College, Columbia University Teachers College, Columbia University	
VT	Vocational and Technical Education	1966-70 1970-73	Robert E. Taylor Joel H. Magisos	Ohio State University Ohio State University	Merged into CE in 1973

Prefix	SUPPORT CONTRACTORS	Year	Director	Host Organization	Notes
AA	ERIC Processing and Reference Facility	1966-68 1969 1970-	Joseph L. Ebersole Richard McCord Wesley T. (Ted) Brandhorst	North American Aviation North American Rockwell Documentation Inc./Leasco/Operations Research Inc./ORI, Inc./ ARC Professional Services Group	
AE	Access ERIC	1989-90 1990-	Samuel Fustukjian Beverly Swanson	Aspen Systems Corp. Aspen Systems Corp.	
EDRS	ERIC Document Reproduction Service	1965-67 1968-71 1971-72 1972-74 1974-75 1976-82 1982 1983-90 1991-	L. Block Charles Koppa Jim Brown James A. Jaffe Carl Koch Charles Sauer Jack N. Veale Tom Glacken Victor G. Fortin John E. Gracza	Bell & Howell, Inc. National Cash Register (NCR) Co. Leasco Information Products, Inc. (LIPCO) Leasco Information Products, Inc. (LIPCO) Computer Microfilm International (CMIC) Corp. Computer Microfilm International (CMIC) Corp. Computer Microfilm International (CMIC) Corp. Computer Microfilm International (CMIC) Corp. CBIS Federal, Inc.	

Attachment 23

ORYX

September, 3 1991

CIJE SOURCE JOURNAL INDEX UPDATE
FOR NOV91

Name Changes

CE Training and Development Journal to Training and Development

CG Journal of Offender Counseling to Journal of Addictions and

Journal of Offender Counseling, Services & Rehabilitation to Journal of Offender Rehabilitation

RC Research in Rural Education to Journal of Research in Rural Education

SE KIND to KIND NEWS JRS. & SRS.

Additions

CG Journal of Humanistic Education and Development

Measurement and Evaluation in Counseling and Development

CS Journal of Clinical Reading: Research and Programs

Quarterly of the National Writing Project and the Center for the Study of Writing and Literacy

FL Language and Communication

Polylingua

IR Electronic Library

RC Midwestern Educational Researcher

Deletions

CE Illinois Teacher of Home Economics

PS Early Child Development and Care

1627

The Oryx Press An Arizona Corporation 4041 North Central at Indian School Road
Phoenix, AZ 85012 602-265-2651 FAX 602-265-6250

October 9, 1991

CIJE SOURCE JOURNAL INDEX UPDATE
FOR DEC91

Journal Additions

JC International Review of Education/Internationale Zeitschrift fuer Erziehungswissenschaft/Revue Internationale de Pedagogie

UD Journal of Health Care for the Poor and Underserved

Journal Deletions

UD Black Issues in Higher Education

Attachment 24

*** CIJE MONTHLY REPORT - SEP91 I.CIJE1 ***16:05 31 OCT 1991 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	72	22	3	895
CG	78	4	10	1380
CS	175	26	0	1404
EA	116	15	6	935
EC	202	22	2	1387
FL	58	10	0	604
HE	176	18	0	1351
IR	58	16	0	1034
JC	30	3	0	245
PS	112	5	0	644
RC	23	5	5	406
SE	80	7	19	986
SO	69	8	0	1028
SP	63	11	5	621
TM	37	8	0	431
UD	52	8	0	591
GRAND TOTALS	1401	188	50	13942

*** CIJE MONTHLY REPORT - OCT91 I.CIJE2 ***10:16:05 19 AUG 1991 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	68	18	6	963
CG	210	20	24	1590
CS	87	14	0	1491
EA	79	9	0	1014
EC	171	16	5	1558
FL	86	12	0	690
HE	181	20	35	1532
IR	89	25	14	1123
JC	37	6	0	282
PS	20	4	0	664
RC	35	9	6	441
SE	76	8	23	1062
SO	117	20	0	1145
SP	52	7	2	673
TM	18	2	0	449
UD	64	11	4	655
GRAND TOTALS	1390	201	119	15332

*** CIJE MONTHLY REPORT - NOV91

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	107	29	10	1070
CG	184	18	0	1774
CS	146	19	25	1637
EA	58	7	0	1072
EC	188	23	0	1746
FL	94	14	0	784
HE	104	13	20	1636
IR	103	26	0	1226
JC	48	6	0	330
PS	96	7	0	760
RC	42	4	19	483
SE	101	7	61	1163
SO	109	24	0	1254
SP	82	16	13	755
TM	52	10	0	501
UD	86	13	4	741
GRAND TOTALS	1600	236	152	16,932

*** CIJE MONTHLY REPORT - DEC91 I.CIJE2 ***17:11:21 23 OCT 1991 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	47	13	1	1117
CG	71	8	0	1845
CS	117	16	16	1754
EA	49	7	0	1121
EC	165	17	0	1911
FL	70	7	3	854
HE	123	20	4	1759
IR	86	24	0	1312
JC	37	4	0	367
PS	66	5	0	826
RC	29	4	9	512
SE	84	5	41	1247
SO	92	20	0	1346
SP	44	7	6	799
TM	57	9	0	558
UD	50	8	0	791
GRAND TOTALS	1187	174	80	18119

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	61	14	4	61
CG	205	20	0	205
CS	140	16	14	140
EA	91	10	8	91
EC	141	20	0	141
FL	40	4	15	40
HE	123	15	3	123
IR	88	25	4	88
JC	17	3	0	17
PS	76	9	0	76
RC	61	6	10	61
SE	40	6	2	40
SO	89	20	0	89
SP	84	10	5	84
TM	46	3	23	46
UD	35	11	4	35
GRAND TOTALS	1337	192	92	1337

ERIC ACQUISITIONS LIST UPDATE

December 1991

Note: * indicates new Level 2 form signed

American Association for Career Education
Hermosa Beach, CA 90254
CH: CE START DATE: 91
LEVEL: 1 AUTHORIZER: P. Wickwire
NOTE: Blanket
SEND MF TO: Contributor/Author

Anne Arundel Community College
Office of Planning and Research
Arnold, MD 21012
CH: JC START DATE: 90
LEVEL: 1 AUTHORIZER: L. Tripp
NOTE: Blanket, automatic
SEND MF TO: Contributor/Author

Appalachia Educational Laboratory, Inc.
Charleston, WV 25325
CONTACT: Marilyn Slack, Information Spec.
CH: RC START DATE: 91
LEVEL: 1 AUTHORIZER: M. Slack
NOTE: Blanket, OERI Lab assigned to RC
SEND MF TO: Organization Contact

Arkansas University
Arkansas Research & Training Center
in Vocational Rehabilitation
Hot Springs, AR 71902
CONTACT: Roy C. Farley
CH: EC START DATE: 83
LEVEL: 1 AUTHORIZER: R.C. Farley
NOTE: Blanket, automatic
SEND MF TO: Organization Contact

Army Research Inst. for the Behavior & Social Sciences
EFAA: 95
NOTE: Delete

Arts Education Research Center
Champaign, IL 61820
EFAA: Inf
NOTE: See: National Arts Education Research Center

Asian-South Pacific Bureau of Adult Education
Colombo 7
SRI LANKA
CH: CE START DATE: 81
LEVEL: 1 AUTHORIZER: W. Wijetunga
NOTE: Blanket, automatic, formerly located in Australia
SEND MF TO: Contributor/Author

Association for the Advancement of Policy, Research & Development in the Third World
Washington, DC 20024
CH: HE START DATE: 91
LEVEL: I AUTHORIZER: M. Mtewa
NOTE: Blanket, monitor & request, scope
SEND MF TO: Contributor/Author

Bellefonds Medical Psychological Institute
Dept. of Neurological Rehabilitation
Cenon 33150
FRANCE
CONTACT: David Feldman, Dept. Head
CH: EC START DATE: 91
LEVEL: 1 AUTHORIZER: D. Feldman
NOTE: Blanket
SEND MF TO: Organization Contact

Bernard Van Leer Foundation
The Hague 2508 EH
NETHERLANDS
EFAA: 235 START DATE: 80
LEVEL: 1 AUTHORIZER: R.N. Cohen
NOTE: Blanket, monitor & request
SEND MF TO: Contributor/Author

Calgary University
Centre for Gifted Education
Calgary, Alberta T2N 1N4
CANADA
CONTACT: Judy Lupart, Director
CH: EC START DATE: 91
LEVEL: 1 AUTHORIZER: J. Lupart
NOTE: Blanket
SEND MF TO: Organization Contact

Canadian Dept. of National Health and Welfare
Health Protection Branch
EFAA: 160
NOTE: See: Dept. of National Health and Welfare, Health Protection Branch

Center for Creative Leadership
Greensboro, NC 27438
CONTACT: Marcia Horowitz, Editorial Assistant
CH: CG START DATE: 77
LEVEL: 2 AUTHORIZER: M. Horowitz
NOTE: Blanket, monitor & request
SEND MF TO: Organization Contact

Center for the Study of Parent Involvement
CH: UD
NOTE: Delete

College Placement Council, Inc
Bethlehem, PA 18017
CONTACT: Warren K. Kaufman, Exec. Dir.
CH: CG START DATE: 78
LEVEL: 1 AUTHORIZER: W. E. Kaufman
NOTE: Blanket, monitor & request, cite availability
SEND MF TO: Organization Contact

Columbia University School of Public Health
National Center for Children in Poverty
New York, NY 10032
CH: UD START DATE: 91
LEVEL: 2 AUTHORIZER: B.S. Atkins
NOTE: Blanket for selected pubs., cite availability
SEND MF TO: Contributor/Author

Commonwealth Secretariat
Education Programme
London SW1Y 5HX
CONTACT: Carol Coombe, Proj. Officer
EFAA: 364 START DATE: 91
LEVEL: I AUTHORIZER: C. Coombe
NOTE: Blanket
SEND MF TO: Organization Contact

Communication Skill Builders
CH: EC
NOTE: Delete

Conference of Large City Boards of Education
Albany, NY 12210
CH: UD START DATE: 91
LEVEL: 1 AUTHORIZER: J. Freedman
NOTE: Blanket
SEND MF TO: Contributor/Author

Cooperative Education Marketing, Inc.
Portage, MI 49002
CH: CE START DATE: 91
LEVEL: 1 AUTHORIZER: J. W. Mosser
NOTE: Blanket
SEND MF TO: Contributor/Author

Council of Educational Facility Planners, International
Columbus, OH 43221
CH: EA START DATE: 70
LEVEL: 1 AUTHORIZER: T. Wall
NOTE: Blanket, automatic, non-scope transfer
SEND MF TO: Contributor/Author
CONFERENCE PAPERS: Acquired

Cox, Matthews & Associates, Inc.
Fairfax, VA 22030
CH: UD START DATE: 91
LEVEL: 1 AUTHORIZER: F.L. Matthews
NOTE: Blanket for "Black Issues in Higher Education" series
SEND MF TO: Contributor/Author

Dept. of National Health and Welfare
Federal Centre for AIDS
Ottawa, Ontario K1A 0L2
CANADA
CONTACT: Heidi Liepold, Acting Chief, Bureau of Info & Ed. Servs.
CH: CG START DATE: 90
LEVEL: 1 AUTHORIZER: H. Liepold
NOTE: Blanket, automatic, non-scope transfer
SEND MF TO: Organization Contact

Dept. of National Health and Welfare
Health Protection Branch
Ottawa, Ontario K1A 1B7
EFAA: 160 START DATE: 78
NOTE: Individual release, automatic, formerly listed under Canadian
SEND MF TO: Contributor/Author

Dominican College
Dept. of Education
San Rafael, CA 94901
CONTACT: Madalienne F. Peters
EFAA: 362 START DATE: 91
LEVEL: 1 AUTHORIZER: M.F. Peters
NOTE: Blanket, automatic
SEND MF TO: Organization Contact

Drake University
Mountain Plains Regional Resource Center
Des Moines, IA 50311
CONTACT: Ruth Ann Burke, Infor. Spec.
CH: RC START DATE: 79
LEVEL: 1 AUTHORIZER: R.A. Burke
NOTE: Blanket, automatic. Formerly: Midwest Regional Resource Center
SEND MF TO: Organization Contact

Educational Planning for Individuals and Communities (EPIC)
CH: RC
NOTE: See: EPIC, Inc

EPIC, Inc.
Santa Fe, NM 87505
CONTACT: Leona M. Zastrow, President
CH: RC START DATE: 91
LEVEL: 1 AUTHORIZER: L. M. Zastrow
NOTE: Blanket, all publications except books sold by EPIC, Inc., cite availability
SEND MF TO: Organization Contact

Federal Centre for AIDS
CANADA
CH: CG
NOTE: See: Dept. of National Health and Welfare, Federal Centre for AIDS

Further Education Unit
London SE11 5EH
ENGLAND
CH: CE START DATE: 90
LEVEL: 1 AUTHORIZER: N. McGoff
NOTE: Blanket, automatic
SEND MF TO: Contributor/Author

Georgia State Dept. of Human Resources
Office of Aging
Atlanta, GA 30309
CONTACT: Fred McGinnis, Director
CH: CG START DATE: 91
LEVEL: 1 AUTHORIZER: F. McGinnis
NOTE: Blanket, monitor & request
SEND MF TO: Organization Contact

Home Economics Education Association
Gainesville, VA 22065
EFAA: 180 START DATE: 79
LEVEL: 2 AUTHORIZER: C. Leisher
NOTE: Blanket, monitor & request, cite availability
SEND MF TO: Contributor/Author

Home School Legal Defense Association
Paeonian Springs, VA 22129
CH: TM START DATE: 91
LEVEL: 1 AUTHORIZER: M. P. Farris
NOTE: Blanket for Court Report series
SEND MF TO: Contributor/Author

Houston Independent School District
Dept. of Research & Evaluation
Houston, TX 77027
CH: EA START DATE: 91
LEVEL: 1 AUTHORIZER: K. Sanchez
NOTE: Blanket, scope
SEND MF TO: Contributor/Author

Illinois Council for the Gifted
Wilmette, IL 60091
CONTACT: Joan F. Smutny, Editor
CH: EC START DATE: 91
LEVEL: 1 AUTHORIZER: J.F. Smutny
NOTE: Blanket, automatic
SEND MF TO: Organization Contact

Illinois State Board of Education
Dept. of Vocational, Technical Education
Springfield, IL 62777
CH: CE Start DATE: 88
LEVEL: 1 AUTHORIZER: F. Beauman
NOTE: Blanket
SEND MF TO: Contributor/Author

Illinois State Library
Springfield, IL 62701
CONTACT: Liz C. Alexander, Docs. Coord.
CH: IR START DATE: 83
LEVEL: 1 AUTHORIZER: B. L. Lamont
NOTE: Blanket
SEND MF TO: Organization Contact

Indiana State Dept. of Education
Div. of Adult Education
CH: CE START DATE: 88
LEVEL: 1 AUTHORIZER: L. Zay
NOTE: Blanket
SEND MF TO: Contributor/Author

Indiana State Dept. of Workforce Development
Indianapolis, IN 46204
CH: CE START DATE: 88
LEVEL: 1 AUTHORIZER: W.E. Christopher
NOTE: Blanket, cite availability.
Formerly: Indiana State Commission on Vocational & Technical Education
SEND MF TO: Contributor/Author

Intercultural Development Research Institute
San Antonio, TX 78228
CONTACT: Sharon K. Wong, Education Editor
CH: CG START DATE: 91
LEVEL: 1 AUTHORIZER: S.K. Wong
NOTE: Blanket, automatic
SEND MF TO: Organization Contact

International Work Group for Indigenous Affairs
Copenhagen DK-1171
DENMARK
CH:RC START DATE: 74
LEVEL: 2 AUTHORIZER: L. Dahl
NOTE: Blanket, automatic, all documents, newsletters & yearbooks
SEND MF TO: Contributor/Author

Japanese-American Research Center
Honolulu, HI 96814
CH: UD
NOTE: Delete

Joint Council on Economic Education
New York, NY 10016
CH: SO START DATE: 87
LEVEL: 1 AUTHORIZER: R.W. Reinke
NOTE: Blanket for the "Senior Economist"
SEND MF TO: Contributor/Author

Kentucky State Dept. of Education
Office of Vocational Education
CH: CE
NOTE: See: Workforce Development Cabinet

Maine State Dept. of Education
Div. of Truancy, Dropout and Alternative Education
Augusta, ME 04333
CONTACT: Frank J. Antonucci, Jr., Consultant
CH: CG START DATE: 91
LEVEL: 1 AUTHORIZER: F.J. Antonucci, Jr.
NOTE: Blanket, monitor & request
SEND MF TO: Organization Contact

Maryland State Dept. of Education
Div. of Career and Technology Education
Baltimore, MD 21201
CH: CE START DATE: 88
LEVEL: 1 AUTHORIZER: L. M. Gill
NOTE: Blanket, monitor & request. Formerly: Div. of Vocational-Technical Education
SEND MF TO: Contributor/Author

Maryland University
Agricultural and Extension Education Dept.
CH: CE
NOTE: Delete

McGill University
McLennan Library
Montreal, Quebec H3A 1Y1
CANADA
CONTACT: Mary G. Mason
EFAA: 167 START DATE: 78
LEVEL: 2 AUTHORIZER: Mary G. Mason
NOTE: Blanket, automatic
SEND MF TO: Organization Contact

Minnesota Board on Aging
St. Paul, MN 55155
CONTACT: Gerald A. Bloedow, Exec. Sec.
CH: CG START DATE: 91
LEVEL: 1 AUTHORIZER: G.A. Bloedow
NOTE: Blanket, monitor & request
SEND MF TO: Organization Contact

Minnesota State Dept. of Education
St. Paul, MN 55101
EFAA: 305 START DATE: 86
LEVEL: 1 AUTHORIZER: C. Hanson
NOTE: Blanket, monitor & request, cite availability
SEND MF TO: Contributor Author

Mississippi Dept. of Human Services
Div. of Aging and Adult Services
Jackson, MS 39203
CONTACT: Billie J. Marshall, Director
CH: CG START DATE: 91
LEVEL: 1 AUTHORIZER: B.J. Marshall
NOTE: Blanket, monitor & request
SEND MF TO: Organization Contact

Missouri University-Kansas City
National Resource Center for Rural Elderly
Kansas City, MO 64110
CONTACT: Share DeCroix Bane, Director
CH: CG START DATE: 91
LEVEL: 1 AUTHORIZER: S.D. Bane
NOTE: Blanket, monitor & request, cite availability
SEND MF TO: Organization Contact

Money Management Institute of Household International
Prospect Heights, IL 60070
CH: CE START DATE: 88
LEVEL: 2 AUTHORIZER: D. Stefanik
NOTE: Blanket, automatic. Formerly: Household Financial Services
SEND MF TO: Contributor/Author

National Academy of Education
Stanford University
Stanford, CA 94305
EFAA: 176 START DATE: 79
Level: 2 AUTHORIZER: L. S. Shulman
NOTE: Blanket, monitor & request, city availability
SEND MF TO: Contributor/Author

National Assessment Governing Board
Washington, DC 20005
CH: TM START DATE: 91
LEVEL: 1 AUTHORIZER: R. Fields
NOTE: Blanket
SNED MF TO: Contributor/Author

National Association of Student Personnel Administrators, Inc. (NASPA)
Washington, DC 20009
CONTACT: Maryilyn S. Shorr, Asst. Exec. Dir.
CH: CG START DATE: 87
LEVEL: 1 AUTHORIZER: M.S. Shorr
NOTE: Blanket, monitor & request, non-scope transfer
SEND MF TO: Organization Contact

National Business Education Association
Reston, VA 22091
CH: CE START DATE: 83
LEVEL: 2 AUTHORIZER: R.M> McDowell
NOTE: Blanket, automatic
SEND MF TO: Contributor/Author

National Center for Children in Poverty
CH: UD
NOTE: See: Columbia University, National Center for Children in Poverty

National Center for Fair and Open Testing (FairTest)
Cambridge, MA 02139
CONTACT: Cinthia Schuman, Exec. Director
CH: TM START DATE: 90
LEVEL: 1 AUTHORIZER: C. Schuman
NOTE: Blanket, cite availability
SEND MF TO: Organization Contact

National Center for Research on Educational Accountability and Teacher Evaluation
Western Michigan University
Kalamazoo, MI 49008
CH: TM START DATE: 91
LEVEL: 1 AUTHORIZER: D.L.Stufflebeam
NOTE: Blanket, OERI Center
SEND MF TO: Contributor/Author

National Center for Research on Teache. earning
Michigan State University
East Lansing, MI 48824
EFAA: 349 START DATE: 91
LEVEL: 1 AUTHORIZER: M. Kennedy
NOTE: Blanket, automatic, city availability, OERI Center assigned to SP. Formerly: National Center for Research on Teacher Education
SEND MF TO: Contributor/Author

National Collegiate Athletic Association
Research Division
Overland Park, KS 66211
CONTACT: Ursula R. Walsh, Dir. of Research
EFAA: 361 START DATE: 91
LEVEL: 1 AUTHORIZER: U. Walsh
NOTE: Blanket, automatic
SEND MF TO: Organization Contact

National Commission for Employment Policy
Washington, DC 20005
CH: CE START DATE: 88
LEVEL: 1 AUTHORIZER: A.L. Smith
NOTE: Blanket
SEND MF TO: Contributor/Author

National Organization on Legal Problems of Education (NOLPE)
Topeka, KS 66614
CH: EA START DATE: 83
LEVEL: 2* AUTHORIZER: F. Delon
NOTE: Blanket for all pubs., cite availability
SEND MF TO: Contributor/Author
CONFERENCE PAPERS: Acquired

Nedlands College of Advanced Education
EFAA: 249
NOTE: Delete

New Jersey School Boards Association
Trenton, NJ 08605
CH: EA START DATE: 72
LEVEL: 1 AUTHORIZER: R. Boose
NOTE: Blanket for School Leader & School Board Notes
SEND MF TO: Contributor/Author

New Zealand Ministry of Education
Wellington
NEW ZEALAND
EFAA: 272 START DATE: 82
LEVEL: 1 AUTHORIZER: M. O'Rourke
NOTE: Blanket, automatic. Formerly: New Zealand Dept. of Education
SEND MF TO: Contributor/Author

North Central Regional Educational Laboratory
Oak Brook, IL 60521
EFFA: 360 START DATE: 91
LEVEL: 1 AUTHORIZER: M. Kroeger
NOTE: Blanket, automatic, OERI Lab.
SEND MF TO: Contributor/Author

Northwest Territories Dept. of Education
Yellowknife, NT X1A 2L9
CANADA
EFAA: 285 START DATE: 83
LEVEL: 1 AUTHORIZER: D.R. Crane
NOTE: Blanket, automatic
SEND MF TO: Contributor/Author

Open Space Communications, Inc.
Boulder, CO 80308
CONTACT: Dorothy Knopper, Publisher
CH: EC START DATE: 91
LEVEL: 1 AUTHORIZER: D. Knopper
NOTE: Blanket for "Understanding Our Gifted" series
SEND MF TO: Organization Contact

PCC, Inc.
Adult Literacy & Technology Project
Berkeley, CA 94710
CH: CE START DATE: 90
LEVEL: 1 AUTHORIZER: E.L. Gueble
NOTE: Blanket, cite availability
SEND MF TO: Contributor/Author

Pennsylvania State University
Office of Research & External Relations
Continuing Education
University Park, PA 16802
CONTACT: Donna S. Queeney, Director
CH: CE START DATE: 80
LEVEL: 1 AUTHORIZER: D.S. Queeney
NOTE: Blanket, automatic, cite availability
Formerly: Division of Planning Studies
SEND MF TO: Organization Contact

Pilgrims, Inc.
Canterbury, Kent CT1 3H9
ENGLAND
CH: FL START DATE: 91
LEVEL 1 AUTHORIZER: T. Woodward
NOTE: Blanket for "Teacher Trainer" series
SEND MF TO: Contributor/Author

Queensland Board of Teacher Registration
Toowong, Queensland 4066
AUSTRALIA
EFAA: 264 START DATE: 81
LEVEL: 1 AUTHORIZER: N.H. Fry
NOTE: Blanket, automatic. Formerly: Queensland Board of Teacher Education
SEND MF TO: Contributor/Author

Regional Laboratory for Educational Improvement of the Northeast & Islands
Andover, MA 01810
CONTACT: Jean Guyer
EFFA: 317 START DATE: 87
LEVEL: 2 AUTHORIZER: D. Crandall
NOTE: Blanket, automatic, OERI Lab
SEND MF TO: Organization Contact

Research for Better Schools
Philadelphia, PA 19123
EFAA: 212 START DATE: 79
LEVEL: 2 AUTHORIZER: K.M. Kershner
NOTE: Blanket, OERI Lab, cite availability
SEND MF TO: Contributor/Author

San Jose/Evergreen Community College District
Dept. of Occupational Education
San Jose, CA 95135
CH: CE START DATE: 81
LEVEL: 1 AUTHORIZER: R. Kong
NOTE: Blanket
SEND MF TO: Contributor/Author

Snowpeak Publishing, Inc.
CH: EC
NOTE: Delete

Southwest Regional Laboratory
Los Alamitos, CA 90802
EFAA: 112 START DATE: 76
LEVEL: 1 AUTHORIZER: R.L. Christensen
NOTE: Blanket, automatic. Formerly: Southwest Regional Laboratory for Educational Research & Development
SEND MF TO: Contributor/Author

Utah State Dept. of Human Services
Div. of Aging and Adult Services
Salt Lake City, UT 84145
CONTACT: Richard A. Sager, State Planner
CH: I START DATE: 91
NOTE: Blanket, monitor & request
SEND MF TO: Organization Contact

Virginia Polytechnic Institute and State University
College of Education
CH: CG
NOTE: Delete

Washington Office of the State Superintendent of Public Instruction
Olympia, WA 98504
EFAA: 279 START DATE: 82
LEVEL: 1 AUTHORIZER: J.A. Billings
NOTE: Blanket, monitor & request
SEND MF TO: Contributor/Author

Washington University
Center for Educational Renewal
Inst. for the Study of Educational Policy
Seattle, WA 98195
CH: EA START DATE: 88
LEVEL: 1 AUTHORIZER: J.I. Goodlad
NOTE: Blanket; make all requests through EA Acquisitions Dept.
SEND MF TO: Organization Contact

Wharton County Junior College
Centraplex Center for Higher Education
Sugarland, TX 77478
CH: CE START DATE: 91
LEVEL: 1 AUTHORIZER: S. Cornell
NOTE: Blanket
SEND MF TO: Contributor/Author

Wisconsin Clearinghouse
Madison, WI 53701
CONTACT: Richard Brooks, Dir. of Outreach
CH: CG START DATE: 91
LEVEL 2 AUTHORIZER: R.S. Brooks
NOTE: Blanket for selected pubs.
SEND MF TO: Organization Contact

Wisconsin State Dept. of Public Instruction
Communications Services
Madison, WI 53702
CONTACT: Greg M. Doyle, Chief
CH: CG START DATE: 78
LEVEL: 1 AUTHORIZER: G.M.Doyle
NOTE: Blanket, automatic. Formerly: Bureau for Pupil Services
SEND MF TO: Organization Contact

Wisconsin State Legislative Council
Madison, WI 53701
CONTACT: David J. Stute, Director
CH: CG START DATE: 87
LEVEL: 1 AUTHORIZER: D. J. Stute
NOTE: Blanket, monitor & request, non-scope transfer
SEND MF TO: Organization Contact

Workforce Development Cabinet
Dept. of Adult and Technical Education
Frankfort, KY 40601
CH: CE START DATE: 81
LEVEL: 1 AUTHORIZER: J. Horton
NOTE: Blanket. Formerly: Kentucky State Board of Education, Office of Vocational Education
SEND MF TO: Contributor/Author

RC Clearinghouse

A number of entries were inadvertently omitted from the RC Clearinghouse listing when the alpha list was sorted by clearinghouse. The missing entries are listed below:

Border College Consortium
Brownsville, TX 78520
CH: RC START DATE: 84
NOTE: Individual release, monitor & request
SEND MF TO: Contributor/Author

California Center for Applied Research
Social and Economic Analysis
Sacramento, CA 95833
CH: RC START DATE: 90
LEVEL: 1 AUTHORIZER: D. Gwynn
NOTE: Blanket, automatic
SEND MF TO: Organization Contact

California State Dept. of Education
Office of Migrant Education
Sacramento, CA 95814
CH: RC START DATE: 73
NOTE: Individual release, scope
SEND MF TO: Contributor/Author

California University at Los Angeles (UCLA)
American Indian Studies Center
Los Angeles, CA 90024
CH: RC START DATE: 80
LEVEL: 1 AUTHORIZER: D. Champagne
NOTE: Blanket, automatic, scope, clearinghouse must cite: American Indian Studies Center-UCLA
SEND MF TO: Organization Contact

California University at Los Angeles (UCLA)
Chicano Studies Research Center
Los Angeles, CA 90024
CH: RC START DATE: 83
NOTE: Individual release, monitor & request
SEND MF TO: Contributor/Author

California University at Santa Barbara
University Library
Coleccion Tloque Nahuaque
Santa Barbara, CA 93106
CH: RC START DATE: 83
LEVEL: 1 AUTHORIZER: S. Guerena
NOTE: Blanket for "Chicanos Checklist" series, cite availability
SEND MF TO: Organization Contact

Center for Rural Pennsylvania
Harrisburg, PA 17101
CH: RC START DATE: 91
LEVEL: 1 AUTHORIZER: D. Boone
NOTE: Blanket for Rural Development Series
SEND MF TO: Organization Contact

Challenging Options in Career Education (CHOICE)
New Paltz, NY 12561
CH: RC START DATE: 84
LEVEL: 1 AUTHORIZER: I. Pitts
NOTE: Blanket
SEND MF TO: Organization Contact

Clemson University
Strom Thurmond Institute of Government and Public Affairs
Community and Economic Development Program
Clemson, SC 29677
CONTACT: James C. Hite
CH: RC START DATE: 90
LEVEL: 1 AUTHORIZER: J. Hite
NOTE: Blanket for submitted documents, automatic
SEND MF TO: Organization Contact

Colorado Outward Bound School
Denver, CO 80203
CH: RC START DATE: 83
LEVEL: 1 AUTHORIZER: M. Udall
NOTE: Blanket, scope
SEND MF TO: Organization Contact

Colorado State Dept. of Health
Migrant Health Program
Denver, CO 80220
CH: RC START DATE: 84
LEVEL: 1 AUTHORIZER: S. McMullen
NOTE: Blanket, monitor & request, scope, cite availability: Colorado Migrant Health Program
SEND MF TO: Contributor/Author

Council of Outdoor Educators of Ontario
Hamilton, Ontario L8W 2B3
CANADA
CH: RC START DATE: 79
NOTE: Individual release, scope
SEND MF TO: Contributor/Author

Edwin Gould Outdoor Education Centers, Inc.
Brewster, NY 10509
CH: RC START DATE: 80
LEVEL: 1 AUTHORIZER: S. Ross
NOTE: Blanket, monitor & request
SEND MF TO: Contributor/Author

Fresno County Dept. of Education
P.A.S.S. Program
Fresno, CA 93704
CH: RC START DATE: 82
LEVEL: 1 AUTHORIZER: M. Lloyd
NOTE: Blanket, automatic
SEND MF TO: Organization Contact

Geneseo Board of Cooperative Educational Services
Migrant Center
Geneseo, NY 14454
CH: RC START DATE: 90
LEVEL: 1 AUTHORIZER: R. Lynch
NOTE: Blanket
SEND MF TO: Contributor/Author

EAB ERIC ADMINISTRATIVE BULLETIN

Volume: 16
Number: 1
Date: September 1992

Educational Resources Information Center, Office of Educational Research and Improvement, Washington, D.C. 20208

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29. "*The Three Phases of ERIC*", by Robert M. Stonehill and Ted Brandhorst (*Educational Researcher*, v21, n3, p.18-22, April 1992)

30. *Research and Education Reform: Roles for the Office of Educational Research and Improvement*. Edited by Robert C. Atkinson and Gregg B. Jackson (Recommendation B-7, pertaining to ERIC)

31. Testimony Pertaining to ERIC Before the Subcommittee on Select Education, U.S. House of Representatives, March 18, 1992, at Hearings on the Reauthorization of OERI.

    A. Michael B. Eisenberg
    B. Michael B. Webb
    C. Stanley D. Zenor

32. Letter to the Editor, Urban Education, concerning article: "*Current Index to Journals in Education—Feet of Clay?*" (Article by Manuel Lopez; Letter by Ted Brandhorst)

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ACTION ITEMS

ERIC Processing Manual (EPM)— 1992 Edition (Fully Revised)

The *ERIC Processing Manual* (EPM) has been undergoing major revisions across the last eight months. During this time the ERIC Facility integrated hundreds of requests, comments, suggestions, prior revised pages, and just plain corrections into a brand new edition (with an index for each section!). Some major rewriting was necessary, but the foundation and structure are still the basic EPM text as it has evolved and remained strong over the years.

The new edition consists of eleven chapters/sections, three appendixes, a glossary, and an index. Each ERIC Clearinghouse has been sent 6 copies of each section. Additional copies can be obtained from the Facility. The EPM is sold to the public by the Facility ($75 complete; $7.50 per individual section). It will also be entered into RIE as soon as the combined index has been prepared.

Old copies of the EPM should be discarded. Operations and processing staff should be provided with complete new EPMs that can be updated as revised pages are issued in the future. Attachment 1 consists of the Preface to the new EPM and a flyer listing each section and its price.

ERIC Acquisitions Arrangements List (EAA)

The 1992 edition of the *ERIC Acquisitions Arrangements List* (EAA) list has just been completed and will be distributed shortly to all ERIC components. Each Clearinghouse will receive 3 copies. The EAA was delayed because of the need to publish all sections of the EPM by August. The 1992 EAA covers all new arrangements, changes, and deletions received by the Facility on or before May 15, 1992. Any information received after that date will appear in updates attached to future EABs. Any reactions to the EAA (or requests for additional copies) should be directed to Gail Mathews, Acquisitions Librarian, ERIC Facility.

Document Covers— Document Processing Advisory

The Facility has received in recent months a number of documents with covers removed or defaced. Please remember that in general it is best to leave documents intact and to have them filmed exactly as originally produced. The EPM provides for the elimination of pages that are *identical* duplicates of other pages, but in many cases the covers being discarded are not identical to any other pages. Do not eliminate a cover or other page unless it is truly identical to another page, i.e., in both content and layout.

OERI

OERI Early Alert Publications Catalog

The *OERI Early Alert Publications Catalog* is an unusual reference tool in that it attempts to list OERI, Lab, and Center publications a year before they have been published. The first edition produced by ACCESS ERIC, appeared in November 1991 and covered 1992. Attachment 2 lets the front matter of this "window into the future" product speak for itself.

OERI Electronic Bulletin Board System (EBBS)

OERI supports an "Electronic Bulletin Board System," referred to as EBBS. It is open to the public and requires only that the user have a computer, a modem, and telecommunications software. A wide variety of information appears in EBBS and the list is constantly growing. The best way to learn about EBBS is to give it a call:

800-222-4922 (toll-free number)
202-219-1511 (when in metro DC)
202-219-2011 (local DC number)
202-219-2012

If you have a problem, help is available via the EBBS Systems Operator, Joyce Benton; 202-219-1547. See Attachment 3 for a one-page "Description and Instructions for Users."

1013

Digest of Education Statistics-on-Disk

"Digest-on-Disk" is a CD-ROM-based computerized search and retrieval system designed to provide an easy way to locate and display specific information contained in the many statistical tables prepared by the National Center for Education Statistics for its annual compilation, the *Digest of Education Statistics*.

Digest-on-Disk was designed by OERI's Keith Stubbs (Director, Educational Information Resources Division (EIRD)), and is available from him (202-219-1803).

Attachment 4 is the user's manual that accompanies Digest-on-Disk. It provides a complete description of the system's capabilities and mode of operation.

OERI Project Management System (PMIS)—On-Line Directory of OERI-Funded Projects

One of the largest files available on OERI's Electronic Bulletin Board System (EBBS) is a directory of over 3,300 OERI-funded projects dating from FY1988 to the present. These projects involve Labs, Centers, ERIC, NDN, LEAD, Star Schools, Library Programs, FIRST, and field-initiated projects.

The database can be searched by Descriptors, words in title and abstract, principal investigator, institution, contract/grant number, etc.

Possible reasons for searching the file are:

- identifying work in progress on a given topic;
- obtaining concise descriptions of relevant projects;
- locating organizations and individuals to contact for further information;
- spotting research gaps, duplication of effort, or related lines of inquiry.

Attachment 5 is a user manual for the system, consisting of a system description, sample session, and summary of command syntax and information elements.

OE/NIE/ED/OERI Chronology

If you write about ERIC as much as we do, you keep having to come up with the historical dates for the National Institute of Education (NIE), Department of Education, and OERI. Then you can't get your hands on the dates when next you need them and you do the research all over again. We thought it might help to put the dates in the EAB so that they can be easily retrieved and so that we are all working off the same dates. The dates below are the ones provided by the OERI historian.

National Institute of Education (NIE)
Legislation signed, June 1972
ERIC shifted to NIE, July 1972
Operations began, August 1972

Department of Education (ED)
Legislation signed, October 1979
Operations began, May 1980

Office of Educational Research and Improvement (OERI) (Replaced NIE)
Legislation signed, 1979
Operations began, 1985

ACCESS ERIC

Conclusion Brochures (Five New Ones Issued)

"Conclusion Brochures" continue to be a favorite of the public at conferences and meetings where ERIC is exhibiting. Five new titles have been announced and distributed by ACCESS ERIC:

- How Important is Homework?
- How Can Parents Model Good Listening Skills?
- Should Gifted Students Be Grade-Advanced?
- How Can One Help Children Learn Geography?
- How Can We Help Children Learn to be Responsible Citizens?

Attachment 6 is ACCESS ERIC's announcement of these titles, their suggested application, and their availability.

ERIC User Survey (Final Report)

ACCESS ERIC conducted a survey of ERIC users between May-September 1991. A 21-question survey received 1,184 responses for further analysis. The complete 31-page final report can be obtained from ACCESS ERIC. An "Executive Summary" of the report is provided here as **Attachment 7.**

ORYX PRESS

CIJE 1993 Subscription Information

The 1992 domestic subscription price for CIJE was $225. The 1993 price will be $235, a 4% increase. A 5% discount is available for prepayment and a second 5% is available for establishing a standing order. **Attachment 8** is the Oryx Press flyer pertaining to CIJE prices in 1993.

Oryx Publishes *Identifier Authority List* (IAL)

The *Identifier Authority List* (IAL) is the list of Identifiers approved for use by ERIC indexers, i.e., that have been reviewed for format. Always available as a paperbound ERICTOOL from the ERIC Facility, the IAL has now been published for the first time as a hardbound product by Oryx Press. This 1992 edition of the IAL contains 43,196 Identifiers and sells for $55. The Oryx Press News Release and advertising flyer pertaining to the IAL appear as **Attachment 9.**

CIJE Schedule, 1992

The CIJE Schedule for 1992 was originally distributed to all components at the beginning of the year. However, it has not yet appeared in the EAB, where its appearance is useful as a matter of record. Therefore **Attachment 10** is the CIJE Schedule for 1992, as prepared by the CIJE Publisher, Oryx Press.

ERIC CLEARINGHOUSES

ERIC/CG Reproduction Release Strategy

"For a number of years ERIC/CAPS has been unsuccessful in acquiring blanket releases at Level 2 from the major publishers in the counseling field. Using a new market driven strategy resulted in obtaining releases from all five publishers, including our major professional association. Our new approach began by my writing a letter to the commercial publishers pointing out that our major professional association did provide a blanket release for Level 2, was pleased with the outcome, and we did not want to exclude any private publishers from having the same opportunity! It made the point that any publisher who did not provide a release would miss out on the opportunity to impact on the large number of people who search the database and who are prime potential purchasers because of their interest/need for information on a particular topic. It was also suggested that, since our major professional association was very receptive, their noninvolvement could be a marketing and professional liability.

"The letter was followed up by individual calls by our acquisitions specialist, Kathy Bidelman, who explained the process in more detail stressing the need for a blanket release. When one publisher learned that another publisher had joined they were highly desirous of not being excluded and responded positively. We believe this new strategy will serve the best interest of the users, the ERIC system, and the publishers. We are especially pleased with the quality and quantity of materials we are receiving."

...Garry R. Walz, Director (ERIC/CG)

Don Ely (ERIC/IR) Abroad

"Donald P. Ely, Professor, Instructional Design, Development, and Evaluation in the School of Education and Associate Director of the ERIC Clearinghouse on Information Resources was a Research Fellow in the Faculty of Educational Science and Technology at the University of Twente in The Netherlands from April until the end of June

1992. During that time he taught a seminar on cross-cultural aspects of media and advised doctoral students in the area of media design. Dr. Ely helped to develop the curriculum in Educational Technology at the University of Twente in 1980 and has returned five times since then to help in further development of the program. SU's School of Education has a formal cooperative agreement with the University of Twente to exchange students, faculty, and information.

"While in Europe, Ely served in the U.S. Information Agency's American Participant Program at the University of Malta. During a one week assignment, he gave lectures, met with the Faculty of Education and Communications to discuss a program of instructional improvement and consulted with the Minister of Education regarding new developments in educational media and technology.

"Ely gave papers on 'Trends in Educational Technology' at the Educational Technology International Conference held in York, England early in April and at the European Conference on Educational Research in The Netherlands at the end of June. These papers were based on his research for the ERIC Clearinghouse on Information Resources.

"Early in May, Ely was a keynote speaker at the International Conference on Instructional Technology and Educational Innovation in Taiwan. His paper, "Conditions that Facilitate the Implementation of Media and Technology Innovations" was translated into Chinese. Ely was honored with a Certificate of Appreciation from the National Audio Visual Association of China."

...(ERIC/IR)

ERIC FACILITY

What Kinds of Documents Are in the ERIC Database?

The list of Publication Types indexed by ERIC gives a good idea of the kinds/types of documents in the ERIC database, but no idea of relative prevalence. Therefore, the Facility did a computer analysis of the last twelve years of ERIC input in order to determine how many records were indexed by each PUBTYPE code and what percentage that number was of the total records during that span of time. The result, Ready Reference #16 (See Attachment 11), provides an excellent idea of the types of materials that predominate in the ERIC database and just how use of PUBTYPE codes in a computer search would limit output.

Digest Statistics for 1991

The tables below provide statistical data for the 164 ERIC Digests that were announced in RIE during 1991. The tables make it clear that Digests tend to cluster towards the end of the year, e.g., 37% of the total Digests were processed for the last two issues of RIE. The data also show that 37% of the Digests announced during 1991 were published/dated in 1990. These data would support the conclusion that perhaps as much as 40% of the Digests produced in a given year are produced in the fourth quarter.

Number of ERIC Digests Announced in Each Issue of the 1991 *Resources in Education* (RIE)

January	0
February	8
March	7
April	8
May	21
June	14
July	15
August	16
September	11
October	4
November	19
December	41
Total	164

Digests Announced in 1991 (By Publication Year)

CH	1988 OR EARLIER	1989	1990	1991	RIE 1991
CE	0	0	0	13	13
CG	0	0	7	0	7
CS	1	0	0	11	12
EA	0	0	4	4	8
EC	0	0	0	7	7
FL	0	0	6	13	19
HE	0	0	4	2	6
IR	1	0	8	4	13
JC	0	2	0	2	4
PS	0	0	5	7	12
RC	0	0	1	10	11
SE	1	2	6	4	13
SO	0	0	5	5	10
SP	0	0	2	8	10
TM	0	1	9	0	10
UD	0	0	3	4	7
AE	0	0	0	2	2
TOTAL	3	5	60	96	164

Duplicates (in RIE) Statistics for 1991

During RIE publishing year 1991, there were 189 duplicates detected and removed from RIE input by the Facility. This is an average of 12 per Clearinghouse, though some Clearinghouses had fewer and some many more. Through the August 1992 issue of RIE, 116 duplicates have been detected and removed—an average of 15 per RIE issue and 7 per Clearinghouse so far.

The table below displays for 1991 displays the number of duplicates by year of publication of the duplicate. The older items invariably appear in the printed *Title Index*, and are findable as well via CD-ROM searching. The more recent items invariably are tagged on the ADR. It seems as if most of the duplicates that ERIC is currently experiencing could easily be avoided by enforcing basic Clearinghouse duplicate checking procedures.

RIE Year in Which the Item Duplicated Was Originally Announced	
1991	63
1990	58
1989	14
1988	19
1987	9
1986	9
1985	6
Pre-'85	11
	189

Out of 189 duplicates during 1991, 36% were to items processed in 1989 or earlier. Of the 11 items processed prior to 1985, 3 were from 1980, and 1 from 1977.

ERIC Database File Size

Purchasers of the ERIC database on magnetic tape receive a copy of the *ERIC Tape Documentation* that describes the format of the tape records and the content of fields and records. This essential documentation was revised in 1992 to encompass all new fields and fields made obsolete in the last few years. Among other features was a complete "sizing" of the ERIC database as of March 1992, i.e., how many records, bytes, tapes, etc. This new table (see below) has proved very useful recently because more and more universities are mounting the ERIC database on local mainframes and need to know the amount of storage required.

RIE Schedule, 1992

The RIE Schedule for 1992 was originally distributed to all ERIC at the beginning of the year. However, it has not yet appeared in the EAB, where its appearance is useful as a matter of record. Therefore, Attachment 12 is the RIE Schedule for 1992, as prepared by the ERIC Facility.

File	Number of Records (thru March 92)	Number of Bytes (thru March 92)	Average Bytes per Record	Tape 1600 BPI	Feet 6250 BPI	Tape Reels (2400') 1600 BPI	Tape Reels (2400') 6250 BPI	Records Per Reel 1600 BPI	Records Per Reel 6250 BPI
RIE	331,745	596,431,087	1797.26	33,537	10,426	14	5	23,740	76,386
CIJE	435,256	285,621,884	656.01	16,006	4,938	7	3	65,266	211,559
Total	767,001	882,052,971	N/A	49,543	15,364	21	8	N/A	N/A

EDRS

Microfiche Cumulative Indexes

The cumulative microfiche indexes to RIE that EDRS produces annually are still the most economical total index access to the ERIC database. The price for the indexes through 1991 is $75 (see Attachment 13 for EDRS flyer). These indexes may in 1993 be made a mandatory accompaniment to a Standing Order subscription to ERIC microfiche.

EDRS 1992 Price List

Usually the only EDRS prices we remember are the per title price for on-demand microfiche ($1.16) or the price of reproduced paper copy blowback ($3.20 each 25 pages). Sometimes the price per fiche of microfiche obtained via regular subscription must be looked up (.109 per fiche). However, EDRS has many other prices (e.g., back collections, Clearinghouse collections, silver fiche, etc.) and they are all displayed in their "EDRS Price List" (see **Attachment 14**.

New EDRS Order Form

The EDRS Order Form specifies the prices for fiche and paper copy. Whenever a price increase is granted, this form must be revised and reprinted. This generally happens in January. The current EDRS Order Form (see **Attachment 15**) was reprinted January 1, 1992.

All ERIC components should ensure that old copies of the EDRS Order Form are replaced by the new version. Copies of the EDRS Order Form are available on request from EDRS.

John Gracza Leaves EDRS— Succeeded by Peter Dagutis

In June 1992, John Gracza, Director of EDRS, resigned from CBIS Federal to accept another position. John had been with CBIS throughout the 1991 period during which CBIS took over operation of EDRS from Computer Microfilm Corporation (CMC) and established a new production line. John's E-Mail goodbye message to ERIC staff appears below. He is succeeded in the EDRS Directorship by Peter Dagutis, former EDRS Production Manager.

"From: John Gracza, EDRS
To: All ERIC
Re: Resignation

"On Monday, June 8, I tendered my resignation with CBIS Federal. I was offered an opportunity that was too good to pass up. I have enjoyed my year in the ERIC family and feel that the EDRS contract is heading in the right direction. My successor will be Pete Dagutis and I feel comfortable that Pete will continue to move the EDRS contract in the same direction. CBIS will be demonstrating a CD-ROM product at the ALA convention that will include full text documents from the 800 and 801's that the Clearinghouses have selected. I hope that this is just the start of full text ERIC documents. Again, I would like to thank each of you for the support you provided CBIS during our transition because without it, we would not have been able to complete the shortest transition from one contractor to another in EDRS history. Good Luck on your recompetes and who knows maybe our paths will cross again."

VENDORS
SilverPlatter Information

SilverPlatter Offers OCLC Database on Disk

SilverPlatter recently took over OCLC's ERIC-on-CD-ROM business. As a follow-up to that takeover, ERIC SilverPlatter has announced (see **Attachment 16**) that it is offering as a new CD-ROM product the OCLC Computer Library database, a subset of 270,000 records extracted from the OCLC Online Union Catalog of 24 million records. The OCLC Computer Library database is an international bibliography of materials relating to computer and communications topics. SilverPlatter also says that it will be exploring possible links between its current CD-ROM products and OCLC's online EPIC service. Since ERIC is part of the EPIC online service, such a tie-in would be of interest to ERIC searchers.

VENDORS
DIALOG Information Services

The Classic Files! (DIALOG CHRONOLOG, 92:196 June 1992)

DIALOG actually started as a software system back in the 1960's, but as a commercial publicly-available online service it dates its beginning as 1972. Therefore, in 1992 it is celebrating its 20th birthday. Since ERIC has the unique distinction of being "File 1" in the DIALOG roster, ERIC is getting considerable play as one of the "Classic" files during DIALOG's anniversary year (see **Attachment 17**, from *DIALOG Chronolog* for June 1992).

Remember When...

a loaf of bread was 35¢

a gallon of gas was 36¢

Mark Spitz won 7 gold medals in the Munich Olympics,

AND

DIALOG Information Services was born and introduced ERIC, File 1!

DIALOG celebrates it's 20th birthday! 1972-1992

Deposit Accounts for ERIC (Via DIALORDER)(DIALOG CHRONOLOG, 91:0921 September 1991)

Organizations ordering ERIC documents from EDRS via DIALOG's online DIALORDER service must first establish a $300 deposit account with EDRS. The *DIALOG Chronolog* (September 1991) announcement that specifies this arrangement is reproduced below:

"Deposit Accounts for ERIC

The DIALORDER(R) supplier ERIC requires a deposit of $300 from non-U.S. users prior to filling document orders. Non-U.S. users wishing to order from ERIC should establish this deposit account by corresponding with:

EDRS/CBIS Federal
7420 Fullerton Road
Suite 110
Springfield, VA 22153-2852

EDRS adds $1 per document to charges for users in Canada and does not require a deposit from them.

You may wish to annotate your copy of the revised ERIC Yellowsheet, distributed with the May 1991 *CHRONOLOG*, to show the deposit requirement."

Advanced Research Technologies (ART)—ARTIST Gateway Service (to ERIC via DIALOG)

An organization named Advanced Research Technologies, Inc. has developed a specialized friendly interface to a subset of databases available via DIALOG. The ERIC database is included in a group known collectively as the "Reference Center". The menu-driven interface technology is referred to as the "ARTIST Gateway"; it is designed to lessen any perceived barriers to online searching. DIALOG announced it in July (see **Attachment 18**).

"SitePrints" Service (Printing Locally)

DIALOG's "SitePrints" service allows users to send search results to a local printer. Such a capability has long been requested by high-volume customers. A nominal delivery charge of $.25 per page was established during the beta test period. General release of the capability is scheduled for September 15, 1992 (see Attachment 19).

Duplicate Detection

The availablity of the "OneSearch" option, in which one search is used to search across several databases, has forced DIALOG to consider the problem of duplicate detection and removal. As a result, they have developed a "Duplicate Detection" system feature and three related DIALOG commands that let you remove (RD) and/or identify (ID, IDO) duplicate citations from OneSearch search results. This feature is fully described in a booklet entitled "Duplicate Detection" (see Attachment 20). Note that the example for the Identify Duplicates Only (IDO) command utilizes ERIC and Psycinfo (p.7).

DIALOG-on Disk-ERIC Reconfigured Disks (July 1992) Problems With Reconfigured Disks (August 1992)

The DIALOG-on-Disk-ERIC product was reconfigured in July 1992 to fit on 2 disks (1966-1982; 1983—). In the reconfiguration process, some 27,712 accessions (those that had been updated on the online files with a Target Audience = Practitioners during the 1983 Practice File project) were inadvertently left off the disks by DIALOG. In addition, a software bug appeared for the first time that led to all searches on terms beginning with the word "Teachers" leading to zero hits. DIALOG was informed of the problem by the Facility and in early August came out with a letter stating that both problems would be fixed at the next quarterly update. See Attachment 21 for the DIALOG letters pertaining to the reconfiguration and the problems discovered afterward.

INTERNET

INTERNET

ERICDIR LISTSERVE

The ERIC/IR Clearinghouse has established on the Internet a computer discussion group, conference, forum, or "listserve" for ERIC staff. The listserve is operated on the Syracuse University mainframe. As of August 1992, there are 76 individual participants. The ERICDIR listserve replaced ERIC's Multi-Link E-Mail system in September 1992.

We have gathered together some of the basic messages that describe ERICDIR and how to use it. (See Attachment 22).

Accessing ERIC (Via Internet)

The ERIC/IR Clearinghouse has mounted the latest five years of the ERIC bibliographic database on the Syracuse University mainframe. Attachment 25A provides the instructions for accessing ERIC through the SUINFO system, using the SPIRES/PRISM interface.

The ERIC Digests Online (EDO) file of the full text of some 850 ERIC Digests has been mounted on the University of North Carolina's Extended Bulletin Board System. Attachment 25B provides the instructions for accessing this Digest file.

"Public Libraries and the 'Net'", by Charles McClure

The 1992 ASIS Mid-Year meeting featured a presentation by Charles McClure of Syracuse University's School of Information Studies on public libraries and the Internet. *Public Library Watch*, a periodical reporting on research and policy issues of interest to public libraries, followed up with an interview which was published in their June 1992 issue. The three-page article (see Attachment 24) is of interest to ERIC because an analogy can be made between public libraries and ERIC Clearinghouses. McClure argues that it is absolutely critical for libraries to get on Internet/NREN if they want to maintain their information role in American society.

MISCELLANEOUS

Government Printing Office Wide Information Network Data Online Act (WINDO)

The WINDO Act (HR 2772) introduced by Representative Charles Rose (D-NC) on June 26, 1991, would establish online access to public Government information through the GPO. Its purpose is to make it convenient for the public to obtain low-cost access to Government information. The WINDO Act is supported by ALA, SLA, EDUCOM, and a wide variety of other professional associations. WINDO is opposed by the Information Industry Association and other groups that argue the private sector is already doing an adequate job of providing needed access to Government data. Obviously the WINDO Act would have an impact on existing arrangements for providing access to ERIC via DIALOG, BRS, OCLC, SilverPlatter, GTE, etc. A copy of the ALA Fact Sheet on WINDO and a copy of the Act itself are provided as **Attachment 25.**

Universal Serials and Book Exchange (USBE)

The old "United States Book Exchange" has been re-named "Universal Serials and Book Exchange". Formerly located in Washington, DC, it has been for some years now located in Cleveland, Ohio. We recently had occasion to contact the USBE and found to our surprise that they have scattered issues of *Resources in Education* (RIE) going all the way back to 1966. The Facility's stock of RIE goes back only to 1974, so anyone having a need for early RIE issues (1966-1973) can profitably be referred to the USBE. A copy of the USBE letter attesting to this resource appears as **Attachment 26.**

Monographs in Education (MIE)

International Archives Institute Inc. (InterArc) is planning a new product to be called *Monographs in Education* (MIE). MIE is using ALA's reference tool *Books for College Libraries* (BCL) to select approximately 100 of the very best pre-1988 monographs. It then merges the back-of-the-book indexes from these 100 books to create a very detailed and comprehensive index to the total contents of the 100 books. The full text of the 100 monographs is stored (as images) on a separate CD-ROM set. The same process would be used for monographs from 1988 to date. **Attachment 27** provides a full description of the projected product. While ERIC admittedly does not cover thoroughly the book literature of education, the MIE prospectus describes a product that is apparently so extremely selective that it is doubtful it could realistically be described as filling the "book gap" that now exists.

Nova University Publishes: *"Graduate Students as Change Agents: Nova University Contributions to the Educational Resources Information Center (ERIC), 1972-1992"*

During the two decades 1972-1992, a total of 923 practicum reports and "Major Applied Research Projects" (MARPs) completed by NOVA University graduate students were accepted into the ERIC system. This book contains the ERIC abstracts of these practicums. It is interesting to note that the Nova University Information Retrieval Service sells microfiche for any item in this volume. See **Attachment 28** for descriptive material pertaining to this bibliography.

Environmental Risk Information Center (ERIC) Changes Name to Environmental Risk Information and Imaging Services (ERIIS)

When the Facility received a flyer and letter from an ERIC that wasn't the ERIC we know and love, we immediately made contact with that organization in order to tell them that the name ERIC had been preempted (25 years ago!). Bob Stonehill also wrote a tactful letter that nudged them toward greener pastures. Lo and behold, without any written response, they took the hint and moved on to "ERIIS". This is the second time we have persuaded an organization to change its name from ERIC to something else. Apparently the price of a good acronym is constant vigilance.

Dear Customer:
We've changed our name from ERIC to ERIIS!
Environmental Risk Information And Imaging Services
...and there's BIGGER news to come!
— so watch your mailbox...

FOR READY REFERENCE, cut out and file this handy ROLODEX® card ▶

ERIIS Prior-Use Data and Sanborns
Environmental Risk Information And Imaging Services
To Order: **1-800-989-0402**
FAX (703) 836-0468
Pre-Phase I Environmental Prior-Use Maps And Data Reports
E R I S
(formerly ERIC)
1421 Prince Street ■ Suite 330 ■ Alexandria, VA 22314

ERIC PROCESSING MANUAL (EPM)

Table of Contents

SECTION	CHAPTER NAME	PUBLICATION DATE	PRICE
Section 1	Introduction	February 1992	$7.50
Section 2	Acquisitions	June 1992	$7.50
Section 3	Selection	August 1991	$7.50
Section 4	Handling and Shipping	June 1992	$7.50
Section 5	Cataloging	June 1992	$7.50
Section 6	Abstracting/Annotating	June 1992	$7.50
Section 7	Indexing	June 1992	$7.50
Section 8	Vocabulary Development and Maintenance	June 1992	$7.50
	Part 1: Descriptors	June 1992	$7.50
	Part 2: Identifiers	June 1992	$7.50
Section 9	Data Entry	June 1992	$7.50
Section 10	Database Changes (Post Publication)	June 1992	$7.50
Appendix A	ERIC Clearinghouse Scope of Interest Guide	April 1991	$7.50
Appendix B	Document Preparation (For Filming)	June 1992	$7.50
Appendix C	ERIC Indexing Handbook (Clearinghouse Indexing Practices)	June 1992	$7.50
Glossary	Glossary of Terms (With Acronym List)	June 1992	$7.50
Index	Index	September 1992	Not sold separately

* The price for the entire EPM is $75. The EPM has been announced in RIE. The entire document is ED-xxx xxx (Level 1). Selected major sections have been separately analyzed (ED-xxx xxx through ED xxx xxx).

August 1992

PREFACE

ERIC SYSTEM OF MANUALS

The following manuals govern ERIC's policies and procedures:

I. **Policy and Administrative Procedures Manuals**

- A. *ERIC Policy Manual*
- B. *Administrative Procedures and Guidelines for ERIC Clearinghouse Management*

II. **Operations Manuals**

- A. *ERIC Processing Manual* (EPM)
- B. *User Services and Reference Manual*
- C. *Publication/Product Preparation Manual* (Projected)

The *ERIC Processing Manual* is the operations manual concerned with bibliographic database building.

ORGANIZATION OF EPM

The *ERIC Processing Manual* (EPM) is organized into ten (10) major Sections, each dealing with a major functional work area in the development of the ERIC bibliographic database. Each is designed as an independent module that contains all that is necessary to perform the function involved. Each has its own subject index.

There are three supporting appendices: one providing subject scope statements for each ERIC Clearinghouse (to be used in assigning documents to Clearinghouses and transferring documents between Clearinghouses); one providing guidance for the physical preparation of documents for microfilming; and one detailing each Clearinghouse's special indexing practices. In addition, there is an extensive glossary (and acronym list) providing definitions for various technical terms used throughout the ERIC manuals. A comprehensive subject index provides easy access to the content of all Sections.

SECTION	TITLE [Content]	NUMBER OF PAGES	
I	Introduction [An Overview of ERIC]		27
II	Acquisitions [Acquiring Documents/Articles for ERIC]		56
III	Selection [Selecting Documents/Journals to be Processed]		40
IV	Handling and Shipping [Marking, Logging, Mailing Input]		42
V	Cataloging [Creating Descriptive Citations]		212
VI	Abstracting/Annotating [Writing Brief Narratives of Content]		38
VII	Indexing [Assigning Subject Index Terms]		60
VIII	Vocabulary Development and Maintenance		
	Part 1 - Descriptors [Thesaurus Upkeep]		182
	Part 2 - Identifiers [IAL Upkeep]		58
IX	Data Entry [Keying and Transmitting Bibliographic Data]		56
X	Database Changes (Post-Publication) [Backfile Modifications]		16
		Subtotal	787
Appendix A	ERIC Clearinghouse Scope of Interest Guide		144
Appendix B	Document Preparation (For Filming)		20
Appendix C	ERIC Indexing Handbook (Clearinghouse Indexing Practices)		137
		Subtotal	301
	Glossary of Terms (and Acronym List)		35
	Index		
		Total	1,123

AUDIENCE FOR EPM

The *ERIC Processing Manual* (EPM) is intended primarily for the use of the ERIC Clearinghouses and adjunct ERIC Clearinghouses engaged in acquiring, selecting, and processing (cataloging, indexing, abstracting) bibliographic material for the ERIC database. Since the ERIC Clearinghouses are geographically separated, it is necessary to have a single set of printed guidelines to achieve standardized inputs from all Clearinghouses and to ensure an internally consistent database.

The *EPM* is not intended as a guide to the internal centralized functions of the ERIC Processing and Reference Facility, although it deals with those functions essential for Clearinghouses to know, e.g., pagination procedures, vocabulary maintenance procedures, etc. Similarly, the *EPM* is not intended to cover the functions having to do with dissemination and use of the ERIC database, e.g., reference, user services, publication/product preparation, outreach, etc.

The *EPM* will also be of interest to some users in that it deals in detail with the construction of the database that those users search. The kinds of documents that are selected for ERIC, the definitions of the individual data elements cataloged, the rules for indexing and abstracting are all matters that affect retrieval and, when known, can improve retrieval results.

AVAILABILITY OF EPM

The *ERIC Processing Manual* (EPM) is a working document in daily use to provide the rules and conventions by which the ERIC database is constructed. It is routinely modified to meet new problems, to provide additional needed elaboration, and to be responsive to changes in priorities. All suggestions for change should be directed to the Editor, *ERIC Processing Manual*, at the ERIC Facility.

Revised pages are prepared and distributed to the Clearinghouses on an "as needed" basis. Each revised page is dated in the following way in order to distinguish it from the earlier dated page it replaces, e.g., *"Revised December 1992."* In addition, parallel lines are placed in the right hand margin in order to identify the specific text changed in the revision.

Shelf copies of the individual *EPM* sections all receive the revised pages at the time the revisions are printed. However, because of the wide distribution of the *EPM*, both domestically and abroad, it is not possible for ERIC to automatically provide revised pages to all previous recipients of the *EPM*.

Periodically, the number of revision pages added to a given Section becomes such that a general revision of the entire Section is done in order to smooth rough edges and integrate new material. Similarly, eventually it becomes necessary for the same reasons to prepare a totally new edition. The previous two full editions of the *EPM* were dated 1974 (ED-092 164) and 1980-83 (ED-219 082), respectively. The present edition is being issued in 1992 and supersedes all previous editions.

ACKNOWLEDGEMENTS

The *ERIC Processing Manual* (1992) has been prepared by the staff of the ERIC Processing and Reference Facility, under the general editorship of its Director, Ted Brandhorst. The Sections on "Acquisitions" and "Selection" were prepared by Gail Mathews, Acquisitions Librarian. The Sections on "Vocabulary Development and Maintenance—Descriptors" and "Indexing" were prepared by Jim Houston, Lexicographer. The Sections on "Cataloging", "Identifiers", and "Data Entry" were prepared by Carolyn Weller, Assistant Director, Operations. The Sections on "Introduction", "Handling and Shipping", "Abstracting/Annotating", "Database Changes (Post-Publication)", and "Document Preparation (For Filming)" were prepared by Ted Brandhorst. All Sections were reviewed by Central ERIC staff (particularly Kevin Arundel and Bob Thomas) and ERIC Steering Committee members (particularly Jane Henson (SO), Anita Colby (JC), and Sandra Kerka (CE)). Needless to say, the revisers built on sections prepared by previous generations of ERIC staff at the Clearinghouses, Central ERIC, and the Facility. Today's EPM contains the distilled expertise of literally hundreds of ERIC workers, 1966-1992.

MEMORANDUM

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

DATE : November 25, 1991

TO : Directors and Early Alert Coordinators for–
OERI Programs
Regional Educational Laboratories
Research and Development Centers
ERIC Clearinghouses

FROM : Robert M. Stonehill RMS
Director, ERIC Program

SUBJECT : OERI's *Early Alert Publications Catalog*

Enclosed are two copies of a first prototype issue of OERI's *Early Alert Publications Catalog*, which provides up-to-date information about the numerous publications evolving from OERI-sponsored programs.

This first prototype edition of the *Catalog* is arranged by organization; however, future editions will be organized by educational topic area, including the National Education Goals. ACCESS ERIC has already begun to collect information for the second issue of the *Catalog*, which we anticipate completing in March.

Thank you for contributing to this project; this is an example of pragmatic collaboration which should mutually inform and benefit OERI and the Department, as well as our grantees and contractors. If you or your staff have any suggestions for improving this product, please contact Pat Coulter, at 219-2286.

Attachments

OERI Early Alert Publications Catalog

Office of Educational Research and Improvement
Office of Research
Educational Resources Information Center (ERIC)

New and forthcoming publications from:

Regional Educational Laboratories
National Research and Development Centers
Educational Resources Information Center (ERIC)
Library Programs
National Center for Education Statistics
Office of Research
Programs for the Improvement of Practice

January 1992

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INTRODUCTION

The purpose of the *OERI Early Alert Publications Catalog* is to provide OERI and its institutional projects up-to-date information about the numerous publications evolving from OERI-sponsored programs. Together with its companion product, *Recent Publications of the Department of Education*, it further provides Department of Education staff, as well as ED grantees and contractors, with a quick and accurate resource for answering the often-asked question, "What publications have been issued recently or are about to be issued on a specific topic?" While *Recent Publications* exclusively announces materials already cited and available in ERIC, the *Early Alert Publications Catalog* lists materials not yet in the ERIC database as well as materials in the final stages of development.

There are 543 **new** and **forthcoming** OERI-sponsored publications included in this edition of the *Catalog*. **New** publications are defined as those produced in the last 6 months but not yet available through ERIC. **Forthcoming** publications are those to be published in the next 6 months, such as publications at the printer or in the final editing stage. This edition includes documents with publication dates ranging from July 1, 1991 to June 30, 1992. Document records were added to the database as submitted by each organization and edited only for length, grammar, and style.

This *Catalog* is published quarterly. Organizations will have the opportunity to modify publication titles and annotations as they get closer to the anticipated publication date. Once materials are placed in ERIC, they are no longer carried in this publication.

The *Catalog* is organized by educational topic area, including the national education goals. The topic "Special issues (e.g., counseling and guidance, rural education, teaching methods)," is used to categorize publications that do not fall under any other topic. Within each topic area, titles are listed alphabetically. Also included in each entry is the name of the grantee, contractor, and/or OERI division which developed the publication. There is a subject index at the end of the *Catalog* which guides users back to the text.

The *Catalog* is continuously maintained in a database. On an *ad hoc* basis, contributors and OERI and Department of Education staff may ask for specific runs of the database, for example, all products in the database by a particular grantee or contractor or research in a specific subject area. Files are available from ACCESS ERIC in hard copy or on floppy disk in ASCII format.

To request a printout or further information about the *OERI Early Alert Publications Catalog* project, call ACCESS ERIC at 1-800-USE-ERIC (873-3742).

OERI TOLL-FREE ELECTRONIC BULLETIN BOARD SYSTEM

Description and Instructions for Users

WHAT IS IT?

The OERI Toll-Free Electronic Bulletin Board System (EBBS) is designed to provide individuals and organizations interested in education with access to research and statistical findings of the U.S. Department of Education's Office of Educational Research and Improvement. Using a computer, a modem, and a telecommunications software, users of the EBBS can obtain research reports, statistical tables, and other information of interest to educational researchers, policymakers, and practitioners. In addition, EBBS users can share information with other users through an electronic messaging system, and distribute their own research papers, announcements, and software to other educators.

HOW DO I ACCESS THE EBBS?

Virtually any computer with telecommunications software can be used to access the OERI Electronic Bulletin Board System. Since the system operates on a toll-free number, there is no cost for the telephone call.

Regardless of the computer you are using, the following parameters should be set in your communications software before dialing the bulletin board:

--Speed 300/1200/2400 baud
--8 data bits
--1 stop bit
--No parity
--Full duplex

MENUS

The EBBS is menu-driven for ease of use. Once you have logged on the EBBS for the first time and have answered a few informational questions, you will be shown the main menu with a listing of available commands. Commands are selected (in most cases) by typing the first letter of the command. If in doubt about a particular command, typing an H followed by the letter of the command will provide you with help.

Transferring files to your computer can be accomplished with or without error-checking; the EBBS supports several commonly-used error-checking protocols, such as Xmodem. Check your telecommunications software manual for the error-checking protocol used by your system. Error-checking must be used if you are transferring a software program, a compressed file or a lotus spreadsheet file.

WHAT IS AVAILABLE ON THE EBBS

The focus of the EBBS is education. We try to put as much information as we can on the EBBS in a format conducive to telecommunications transfer. Announcements about many of OERI's publications, statistical reports, and research reports are available from the bulletin board. Public domain educational software is often uploaded by users and is available for EBBS users to download to their own systems. Currently, most of the files on the EBBS are either ASCII files, software programs for users to download or Lotus spreadsheets converted to Lotus print files which are readable on Lotus or other spreadsheet programs.

IF YOU NEED MORE INFORMATION

The best way to learn about the Electronic Bulletin Board System is to give it a call! However, if you find you are having problems accessing the system, please feel free to call the EBBS Systems Operator, Joyce Benton at (202) 219-1547. The telephone numbers for the EBBS are:

800-222-4922
(202) 219-1511 (In metropolitan Washington, DC)
(202) 219-2011 and 219-2012 (Local Washington, DC numbers)

U.S. Department of Education
Office of Educational Research and Improvement
555 New Jersey Avenue, NW
Washington, DC 20208

1990 Digest of Education Statistics
EDsearch/Digest-on-Disk

February 27, 1991

Digest-on-Disk is a computerized search and retrieval system designed to provide an easy way to locate and display specific information contained in the wealth of statistical tables produced by the National Center for Education Statistics (NCES). The initial version of the program includes the 380 tables published in the 1990 *Digest of Education Statistics*, with chapter introductions and supporting materials. Future versions may include additional tables from other NCES publications, such as the *Condition of Education*, *Projections*, early estimates, and E.D. Tabs.

The tables and text files are stored in a compressed form which occupies only one-third the disk space they would normally require. The program's convenient menus and search screens offer several powerful ways to retrieve and display information of interest:

- by DESCRIPTOR TERM (KEYWORD) INDEX, which you can use as you would use the index to a book, to locate tables/files on a particular topic such as "Achievement Tests" or "Racial Ethnic Groups." Descriptor terms can be combined to refine a search. They can also be browsed alphabetically, scanned for text strings, examined in a hierarchical tree display, or "expanded" to show related terms and definitions, where applicable.

- by TABLE OF CONTENTS. The chapter and section headings of the *Digest of Education Statistics* provide quick access to sets of tables on such topics as Educational Outcomes, Postsecondary Enrollment, and International Comparisons of Education.

- by FREE TEXT SEARCH of table/file titles and contents. You can retrieve tables and files which contain in their titles or contents specific character strings, such as "Chicago" or "IPEDS," which are not addressed by the other search methods.

- by SAVED SEARCH. You can save any set of tables/files, with a name of your choice, for reference and use in future searches.

Once a set of records has been defined and retrieved, the individual tables and files can be displayed, printed, or saved to disk as ASCII files which can be accessed and manipulated by most word processors, spreadsheet, and database programs. Printer control strings may be entered to control the appearance of printed output.

Press the <F1> key at any time to display a help screen listing the keystrokes available to you.

Overview of search steps

1. First, define the information you need. Identify key terms and alternate or synonymous terms for the same concept. Also consider more general or specific terms (when searching for "Income," also consider searching for "Salaries," "Personal Income," and "Revenues," as appropriate).

2. To begin your search, highlight **BEGIN A NEW SEARCH** on the main menu and press <Enter>.

3. Select one of the search methods listed by highlighting it and pressing <Enter>. Most searches can be satisfied through the Table of Contents or Keyword Index. Free text searching of file titles or contents is slower and should be used only for terms or concepts not addressed by the predefined indexes, such as "Brigham Young" or "IPEDS."

4. Select one or more terms that identify your first key concept. For indexes, highlight each term and press <Enter>; a check mark (√) will appear next to the term. For free text searches, type in each character string, press <Enter>, and wait for the program to scan the files for matches. Free text searches of file contents are much slower than the other methods, especially on slower PCs.

   The Keyword Index of Descriptor Terms offers three alternative views of the index to assist your searches. The basic alphabetical listing can be scrolled with the cursor control keys or by typing partial terms. It can also be searched for character strings such as "PUPIL" which may be contained in several keywords scattered through the alphabetical list. The alphabetical list shows how many files are associated with the term. In addition, a "Tree" display is available showing the highlighted term in context with broader and narrower terms. An "Expanded" display is also available showing the highlighted term's broader terms, narrower terms, related terms, and definition/scope note. Some terms are not associated with any files, but serve as cross-references to preferred terms (for example, "Pupils (See Enrollment)").

   When you return to the main menu, the number of tables/files selected will appear at the bottom of the screen.

5. If you wish to further refine your search, select **MODIFY CURRENT SEARCH** and then pick one of the following options:

   a. **LIMIT WITH ADDITIONAL CONCEPTS OR TERMS** to restrict the search to those files meeting several criteria (using AND logic)

   b. **INCLUDE ALTERNATE TERMS** to add more files to the original set (using OR logic)

   c. **EXCLUDE UNWANTED TERMS** to eliminate files (using NOT logic)

   d. **DELETE SEARCH STEPS** to back up to an earlier step

The first three options ask you to select a search method as in #3 above. The differences between the three are described in the instructions for "Modifying (Refining) a Search."

6. To display a list of selected files, select **DISPLAY, PRINT, OR STORE RECORDS FOUND.** You may view, print, or store to a disk file the contents of any of the files on the list. You can also search the list for a character string in the title.

   While displaying individual files, you can search for text strings within the file, freeze the row and/or column borders, shift to the previous or next file, or print or store the file to disk.

7. You can repeatedly refine and display a search up to a maximum of twenty (20) modifications. When you elect to **DELETE SEARCH STEPS**, steps after the one you highlight are discarded. When you elect to **BEGIN A NEW SEARCH**, the previous search is discarded in its entirety. If you do not display or save a search before beginning a new one, you will have to retrace your steps to rebuild it.

8. At any time, you can select **SAVE CURRENT SEARCH** from the main menu and give your search a name, which you can subsequently use as a kind of personal index. You can save up to ten (10) searches and use them in combination with other searches.

Beginning a new search

Caution: When you begin a new search, your previous search is discarded.

After you select **BEGIN A NEW SEARCH** from the main menu, you must choose one of the following search methods:

Keyword

Three keyword indexes are available:

- Index of Descriptor Terms
- Table of Contents
- Saved Search

The screen displays an alphabetical list of entries: index terms, chapter and section titles, or the names you have given your saved searches. The upper right corner displays a running count of the number of terms you have selected and the number of files they identify. Immediately below the counts is a box of information on the currently highlighted term: the beginning of its definition/scope note if there is one, and the number of broader, narrower, and related terms.

To select a term, highlight it and press <ENTER>. A check mark (√) w ll appear next to it. To de-select it, highlight it and press <ENTER> again. The check mark will disappear. The number of terms selected and files/records found will change each time.

You can highlight a term by moving the highlight bar with the up or down arrow, <PgDn>, <PgUp>, <Home>, or <End> keys. Alternatively, you can type the term you want in the field at the upper left of the screen. The highlight bar moves as you type so you probably will highlight the term you want without having to finish typing it. Type slowly so that the program can keep the proper term highlighted. If you type rapidly, characters may be lost. You may also type <F2> or <Alt-S> (i.e., press the Alt key like a shift key and then press the letter 'S') to search for terms containing a particular character string. For example, you could search for "INCOME" to find "PERSONAL INCOME" and "DISPOSABLE PERSONAL INCOME."

To view an "Expanded" or "Tree" display of the highlighted term, press <Alt-T> or <Alt-E>, respectively. You can select or deselect terms highlighted on these screens just as you would on the alphabetical list. The "Tree" display shows the highlighted term in a hierarchical display of its "broader" and "narrower" terms. For example, "PERSONAL INCOME" has "INCOME" as a broader term and "DISPOSABLE PERSONAL INCOME" as a narrower term. The hierarchical tree is displayed from top to bottom.

The "Expanded" display, on the other hand, only displays the immediate "broader" and "narrower" terms, not the entire hierarchy. However, it also displays the term's definition or "scope note," if there is one, as well as any terms which are "related" but not in a direct hierarchical line (as TEACHERS are to FACULTY).

Free Text

Two free text search methods are available:

- FILE TITLE searches for character string matches in just the titles of the files and is relatively fast.

- FILE CONTENTS searches the full contents of every file and may take up to twenty minutes to complete a search on a slow machine. A running tally is displayed as the search progresses so you won't think the machine has forgotten you.

Free text searches differ from keyword searches in several ways. You must type in the text you wish to find, the search takes longer, and there is no guarantee you will find anything. For example, if you search for "SALARY," the program may find no matches if all references in the files are to "SALARIES." With some practice, you will know to search for "SALAR," even though it is not a word. The program searches for character strings, not words. This allows you to search for "SAN JOSE," but also causes a search for "MEN" to also retrieve "woMEN" and "governMENt."

You may search for up to 21 character strings in a search step. A box on the left side of the screen displays the strings you have entered and a count of terms and files/records retrieved is kept current.

The keyword indexes should suffice in most cases. They have been built to find concepts even when they are stated or spelled in various ways within the files, or split over several lines of column heading.

Free text searches are much slower and hit-or-miss than index searches. They should be used to find concepts not covered in the table of contents or descriptor index, such as "HARVARD" or "IPEDS." Any free text content search which might conceivably be needed again should be saved in one of the ten available Saved Searches.

Note that switching a search from one method to another, even to search for the same word or concept, requires you to return to the main menu and select Modify Current Search.

Modifying (refining) a search

There are four ways to modify your current search.

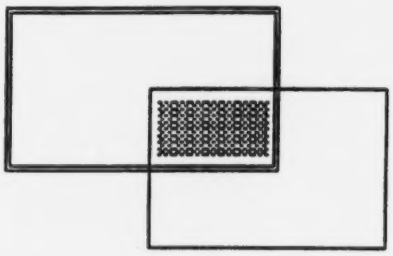
- **LIMIT WITH ADDITIONAL CONCEPTS OR TERMS** to restrict the search to those files meeting several criteria (using AND logic)
- **INCLUDE ALTERNATE TERMS** to add more files to the original set (using OR logic)
- **EXCLUDE UNWANTED TERMS** to eliminate files (using NOT logic)
- **DELETE SEARCH STEPS** to back up to an earlier step

When you modify a search using any of the first three options, you may use the same search method or index as the one with which you began the search, or you may switch to a different one.

Limit with Additional Concepts or Terms (AND)

Select this option to further restrict the scope of the current search. For example, to retrieve tables breaking down Earned degrees by Sex, first begin a new search and select index="DEGREES, EARNED." Then modify the search, limiting it with the additional criterion index="SEX."

```
Diagram of AND logic:
  (only files with
   BOTH terms are
   selected.)
```

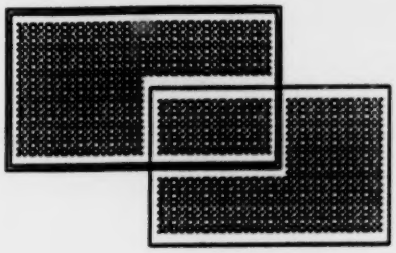


Include alternate terms (OR)

Select this option to expand the scope of the current search by adding alternate or synonymous terms. For example, to retrieve tables which appear in the Table of Contents under "Higher Education: Income" and then make sure no files which are indexed under "Revenue" or "Income" have been overlooked, first begin a new search and select table of

contents="3.8 Higher Education: Income." Then modify the search, including the additional criterion index="INCOME" or "REVENUE."

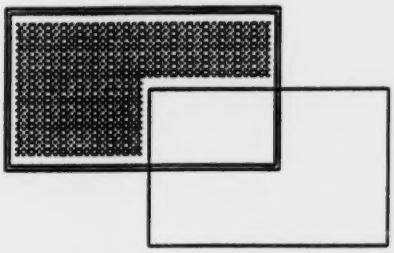
Diagram of OR logic:
(files with EITHER or BOTH terms are selected.)



Exclude unwanted terms (NOT)

Select this option to further restrict the scope of the current search by excluding files based on additional terms. For example, to retrieve tables pertaining to Achievement Tests other than SAT's, first begin a new search and select index="ACHIEVEMENT TESTS." Then modify the search, excluding files with the additional criterion index="SCHOLASTIC APTITUDE TEST."

Diagram of NOT logic:
(only files WITH the first term but WITHOUT the second term are selected.)



Delete search steps

Select this option to back up to an earlier step if a subsequent step does not produce the results you wanted. The program displays all steps since the current search began. To delete steps, highlight the last step you wish to keep and press <Enter>. You can use the up and down arrows, <PgUp>, <PgDn>, <Home>, and <End> keys to move the highlight bar. Subsequent steps will be discarded. To exit without deleting any steps, press <Esc>.

Displaying search results

When you elect to display the results of a search, the program displays a list of the files/tables found by your search. The upper right corner of the screen indicates how many files the list contains and which ones are currently listed on the screen. You can move the highlight bar and scroll other portions of the list onto the screen by using the up and down arrows, <PgUp>, <PgDn>, <Home>, and <End> keys. You can also use the <F2> or <Alt-S> key to search through the file titles for a character string.

The highlighted file can be displayed, printed, or saved to disk.

Press <Enter> to DISPLAY the highlighted file. The top line of the screen displays the file name, its dimensions (height in lines and width in columns), and the section currently displayed. The remainder of the screen displays the top 23 lines and leftmost 80 columns of the file. You can move the display window to different portions of the file by using the up, down, left, and right arrows and the <Home>, <End>, <PgUp>, <PgDn>, <Ctrl-left>, and <Ctrl-right> keys.

If the file is a table with rows and columns, the program freezes the row and column borders so that they remain on the screen no matter what portion of the file is displayed, making it easier to see what each number represents. You can unfreeze the row borders, column borders, or both at any time by pressing <Alt-B> and selecting "Top", "Side", or "Clear". The program retains the setting you select until you change it again.

You can search for character strings in the file by pressing <F2> or <Alt-S> and typing the string to search for. If found, the string is highlighted. You can search for the same string again from that point on in the file or search for a different string from the top of the file. Pressing <Esc> once erases the search string; pressing <Esc> again exits from the search without searching.

You can print the file by pressing <F7> or <Alt-P>. You can save a copy to a disk file by pressing <F5> or <Alt-F>. Printing and saving to disk are discussed under a separate section of the instructions.

You can display the next file on the list of selected files without returning to the list screen by pressing the plus (+) key. To display the previous file, press the minus (-) key.

When you are done with the file display, press <Esc> to return to the list of files. Highlight another file to display or press <Esc> again to return to the main menu.

Printing Search Results

To print a file, press <F7> or <Alt-P> while displaying the file or while it is highlighted on the list of selected files.

The program first asks whether you wish to review or modify printer settings. It remembers the settings you choose, so you need not review them unless your printer has changed, you wish to use a different print or paper size, or need to change the margins. You can also choose to review or modify printer settings from the main menu.

If you elect to review or modify printer settings, the program will present a screen with the following fields:

- INITIALIZATION STRING is sent to the printer before the file prints. Consult your printer manual to find the specific codes your printer understands. For your convenience, the program contains preset strings for several common printers and pitches. Press <F6> to choose one. If you enter your own string, follow the instructions on the screen, which are those used in Lotus 1-2-3.

- **RESET STRING** is sent to the printer after the file prints.
- **COLUMN WIDTH** is the number of columns, including the left margin, that will fit on the paper. The appropriate number depends on the paper size and the print pitch you use. If the file will not fit within the width of the page, the program will print as many complete columns as it can on the first page and then print the remainder on subsequent pages.
- **LEFT MARGIN** is the number of columns to leave blank at the left edge of the paper when printing the file.
- **LINES PER PAGE** is the number of lines to print before ejecting to a new page. The appropriate number depends on the page length and vertical print spacing. Enter zero (0) to print continuously without page breaks.
- **EJECT BEFORE/AFTER PRINTING** (Yes/No) indicate whether to eject to the top of a new page before and/or after printing the file.

After you review printer settings or decline the opportunity, the program asks whether the printer is ready. Make sure the paper is loaded and the printer select light is on before responding. When you tell the program the printer is ready, the program sends the file to the printer and assumes the printer can handle it.

Printing Search Results to Disk

To SAVE a copy of the file to disk, press <F5> or <Alt-F> while displaying the file or while it is highlighted on the list of selected files.

The program will prompt you for a file name and optional drive/path specification. If you want the file to be saved on a different disk or in a directory other than the one in which the program resides, specify the drive and/or directory path with the file name.

If the file name you specify already exists, the program will ask you whether you want to overwrite the existing file or cancel the save request.

Saving search results

In addition to its predefined indexes and free text search options, the program allows you to name and save up to ten sets of search results for future retrieval or use in other search strategies.

To save the current search, select SAVE CURRENT SEARCH on the main menu.

The program displays a list of the ten saved searches, their current names, and the number of records currently saved under each one. Use the arrow keys to highlight the one you wish to use and press <Enter>.

The program asks you to enter a name for the search you are saving. Type the name you

wish to assign; it should be meaningful enough for you to remember months later what it represents. Pressing <Esc> erases the name in the field. Pressing <Esc> with a blank name cancels the save request.

To use the saved search, select **SAVED SEARCH** as your search method after selecting either **BEGIN A NEW SEARCH** or **MODIFY CURRENT SEARCH** from the main menu. Highlight the saved search you wish to retrieve and press <Enter>.

Saved searches are particularly useful to avoid having to repeat lengthy free text searches of file contents or complex index searches involving many steps and terms.

OERI Project Management Information System (PMIS)

On-Line Directory of OERI-Funded Projects

Contents:

- System Description
- Sample Session
- Command Syntax and Information Elements

November 12, 1991

OERI Project Management Information System (PMIS)
On-Line Directory of OERI-Funded Projects
November 12, 1991

On-line access to a directory of OERI-funded projects is available through a prototype searchable database on OERI's Toll-Free Bulletin Board. During the next six months, OERI plans to refine the prototype in preparation for a more robust implementation as part of Phase II of the Institutional Communications Network (INet). Interested parties are invited to participate in the prototype test, suggest improvements, and help us develop methods for electronic submission of project updates.

The database contains information on over 3,300 Center, Lab, ERIC, NDN, LEAD, Star Schools, Library Programs, FIRST, and Field-Initiated projects funded by OERI from FY 1988 through the present. The system is designed to assist OERI management, project staff, funded institutions, researchers, and policymakers in:

- identifying work in progress on a given topic;
- obtaining concise descriptions of the objectives, methods, products, and outcomes of relevant projects;
- locating organizations and individuals to contact for further information (both the principal investigator and the OERI project monitor/liaison); and
- spotting research gaps, potential duplication of effort, or related lines of inquiry.

The database can be searched using a variety of: (1) keyword terms, including ERIC Descriptors, National Education Goals, and levels of education served; (2) words occurring in project abstracts and titles; (3) principal investigator names, organizations, and addresses; and (4) contract/grant number, procurement type, and recipient type. Results can be displayed in brief or detailed formats and may be printed or captured to disk by your telecommunications software.

OERI's Toll-Free Bulletin Board can be reached at 1-800-222-4922 or (202) 219-2011 using any terminal or PC with a 1200 or 2400 baud modem and standard telecommunications software configured for 8 data bits, 1 stop bit, no parity, full duplex, echo off. First-time users are asked to register by entering their first and last names and a password of their own selection. To obtain access to the Directory of OERI-Funded Projects, select [C] on the main menu to send a [C]omment to the SYSOP (System Operator) describing one's professional role in education and requesting "Access Level 7 to use the PMIS Door."

For further information on the Toll-Free Bulletin Board, call the SYSOP, Joyce Benton at (202) 219-1526 (GTEnet ID J.BENTON). For further information on the Directory of OERI-Funded Projects, call Ella Jones at (202) 219-1525 (GTEnet ID OERI.ICNET). For technical support, call Keith Stubbs at (202) 219-1803 (GTEnet ID OERI.ICNET).

Attached are a sample session log and a copy of the on-line help information on the system's command syntax and information elements.

OERI Directory of Current Projects - Toll-Free Bulletin Board Sample Session 1

To use the PMIS Directory of OERI-Funded Projects, call the OERI Toll-Free Bulletin Board at 1-800-222-4922 or 202-219-2011 or connect through the Department of Education Local Area Network (Connect OERI.BBS).

Your modem must be set at 1200 or 2400 baud, with 8 data bits, 1 stop bit, no parity, full duplex, echo off.

To take advantage of color, you should have ANSI.SYS installed and/or ANSI emulation enabled in your telecommunications software. For IBM extended graphics characters, your software should not filter out the eighth, high-order input bit.

When you have connected, the following welcome message will appear.

```
WELCOME TO OERI BULLETIN BOARD - NODE 1
================================================================================
            *****  O E R I  ELECTRONIC BULLETIN BOARD  *****
================================================================================
                          [ News of the Day ]
   Please discuss EDUCATION topics only when entering messages
   and please upload EDUCATION DATA ONLY.  All uploads and messages
   not related to education will be deleted.

   OTHER LINES AVAILABLE:  202-219-2011 or 2012  [FTS#: 299-2011 or 2012]
                           202-219-1511
                           202-219-2288 (NDN MEMBERS ONLY)

 UPLOADS UPDATED:  September 12, 1991

 OERI UPDATES:     ERIC Digests (2.dir) - September 17, 1991
                   Youth Indicators, 1991 - September 3, 1991
                   Education Statistics (4.dir) - October 29, 1991
                   Data Tape Announcements (5.dir) - October 11, 1991

                   AMERICA 2000 online - See File Directory #1

Press Any Key to continue <cr>

What is your FIRST name? KEITH<cr>
What is your LAST name? STUBBS<cr>

KEITH, welcome back!

Checking Users...
Enter Password (dots echo)? ......<cr>

Granted access level 7
Logging KEITH STUBBS

RBBS-PC CPC17.3 NODE 1, OPERATING AT  2400 BAUD,N,8,1
Times on: 106  Last was: 11-10-91 14:17
Checking messages in MAIN....
Sorry, KEITH, No MAIL for you
```

The first time you sign on, pick your own password. Remember it; you'll need it to log on again. Leave a Comment to the system operator (SYSOP) requesting access level 7 to use the PMIS door.

In the examples, user input is shown in bold type. <cr> represents the Carriage Return or Enter key.

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OERI Directory of Current Projects - Toll-Free Bulletin Board Sample Session 2

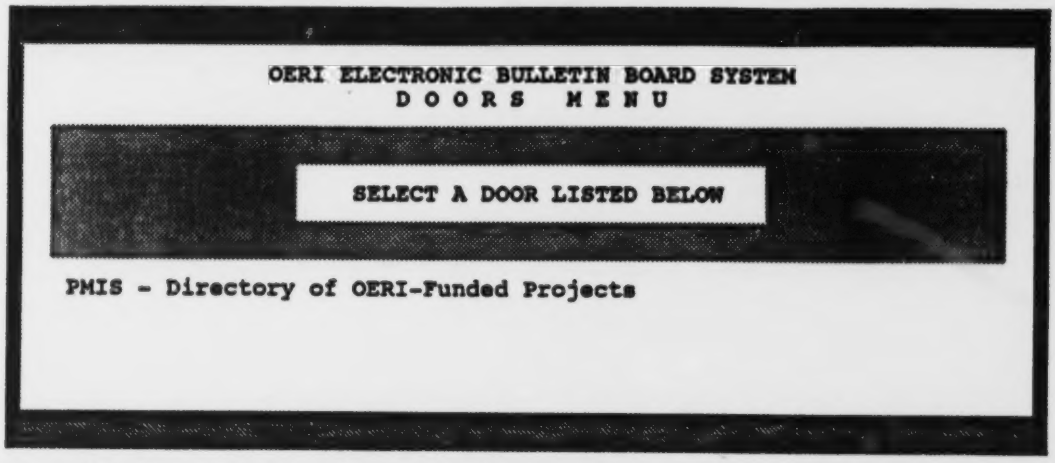
```
RBBS-PC CPC17.3 Node 1

Caller #  113268  # active msgs: 875  Next msg # 8705  Last msg read: 3125

 238 min left
              ------*>>>   RBBS-PC  MAIN MENU   <<<*------
------ MAIL ---------- SYSTEM ---------- UTILITIES ------- ELSEWHERE ---
 [E]nter Messages  [*]nswer Questions [H]elp (or ?)        [D]oors
 [K]ill Messages   [B]ulletins        [J]oin Conferences   [F]iles
 [P]ersonal Mail   [C]omment to Sysop [V]iew Conf. Mail    [G]oodbye
 [R]ead Messages   [I]nitial Welcome  [X]pert on/off       [Q]uit
 [S]can Messages   [*]perator Page                         [U]tilities
 [T]opic of Msgs   [W]ho's on           * = unavailable    [*]Library
-------------------------------------------------------------------------
   Current time:  2:19 PM  Minutes remaining: 238     Security: 7
-------------------------------------------------------------------------

MAIN command <?,B,C,D,E,F,H,I,J,K,P,Q,R,S,T,U,V,W,X>? D<cr>

* Ctrl-K(^K) / ^X aborts. ^S suspends ^Q resumes *
```




```
Open which door, L)ist ([ENTER] quits)? PMIS<cr>
PMIS door opened at 14:19:24 on 11-10-1991
```

Type 'D' to select the [D]oor option on the main menu. If it doesn't work, check whether the main menu shows [*]oor, in which case you must contact the SYSOP to raise your access level to 7.

Next type 'PMIS' to open the door. There will be a slight delay while the door opens.

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OERI Directory of Current Projects - Toll-Free Bulletin Board Sample Session 3

```
Welcome to the Project Management Information System, an on-line database of
projects funded by the Office of Educational Research and Improvement (OERI).

   * Type HELP or ? at any prompt for context sensitive help.

You may also type:

   * HELP GENERAL for a list of topics on which help is available.
   * HELP THIS EDITION for information on the scope of the database.
   * HELP COMMANDS for a brief description of the commands available.
   * HELP INFORMATION ELEMENTS for descriptions of data fields.
   * HELP CONTACTS for contact names and telephone numbers.


Request HELP or press <ENTER> to continue. <cr>

Please enter one of the two-letter codes listed below
to select the field you wish to search by.

 DE - Subject Area Descriptor        TI - Project Title
 PI - Principal Investigator Org.    AB - Abstract
 PN - Prin. Inv. Name (last, first)  PR - Products
 ST - Prin. Inv. State               AC - Accomplishments
 PO - Project Officer (last, first)  PT - Procurement Type
 CN - Contract/Grant Number          RT - Recipient Type
 BC - Budget Code/Acronym            FY - Funding (Fiscal) Year
 LE - Level of Education             TA - Type of Activity
 PY - Priority/Education Goal        PG - Program Office
 ?  - Help

Pick a field [DE]: <cr>

Field to search by: Subject
Area Descriptor
```

Type the two character code for the field you wish to search, or just press Enter to accept the default shown in corner brackets [DE].

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OERI Directory of Current Projects - Toll-Free Bulletin Board Sample Session 4

```
[F]ind (continues existing search)    [C]lear current search
[P]ick field to search by             [D]isplay records found
[E]xpand values for field             [S]ort records found
[H]elp (or ?)                         [M]odify settings
[Q]uit (return to RBBS)
```

Choose a command: E DROP<cr>

Ref	Items	Index-term
E18165	11	Doctoral Programs
E18166	3	Drama
E18167	2	Dramatics
E18168	3	Drills (Practice)
E18169	1	Dropout Characteristics
E18170	40	Dropout Prevention
E18171	3	Dropout Programs
E18172	3	Dropout Rate
E18173	1	Dropout Research

Use [E]xpand to see an alphabetical index of the field you are searching. Follow the command with enough letters to direct the system to the section of the index you wish to display. You may type E + and E - to browse up and down.

```
[F]ind (continues existing search)    [C]lear current search
[P]ick field to search by             [D]isplay records found
[E]xpand values for field             [S]ort records found
[H]elp (or ?)                         [M]odify settings
[Q]uit (return to RBBS)
```

Choose a command: F DROP*<cr>

```
          1  DE=Dropout Characteristics
         40  DE=Dropout Prevention
          3  DE=Dropout Programs
          3  DE=Dropout Rate
          1  DE=Dropout Research
         10  DE=Dropouts
```

Set	Items	Description
S1	51	DE=DROP*

Use [F]ind to select projects of interest. In the example, DROP* retrieves all projects with descriptors beginning with DROP.

You can use Boolean logic (AND, OR, NOT) and combine previously found sets. Multiword terms must be placed within matching quotes.

As it searches, the system displays each term it finds, along with the number of projects associated. When the search is completed, it lists the sets found so far during the session.

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OERI Directory of Current Projects - Toll-Free Bulletin Board Sample Session 5

```
[F]ind (continues existing search)    [C]lear current search
[P]ick field to search by             [D]isplay records found
[E]xpand values for field             [S]ort records found
[H]elp (or ?)                         [M]odify settings
[Q]uit (return to RBBS)
```

Choose a command: P<cr>

Please enter one of the two-letter codes listed below
to select the field you wish to search by.

```
DE - Subject Area Descriptor          TI - Project Title
PI - Principal Investigator Org.      AB - Abstract
PN - Prin. Inv. Name (last, first)    PR - Products
ST - Prin. Inv. State                 AC - Accomplishments
PO - Project Officer (last, first)    PT - Procurement Type
CN - Contract/Grant Number            RT - Recipient Type
BC - Budget Code/Acronym              FY - Funding (Fiscal) Year
LE - Level of Education               TA - Type of Activity
PY - Priority/Education Goal          PG - Program Office
?  - Help
```

Pick a field [DE]: RT<cr>

Field to search by: Recipient Type

```
[F]ind (continues existing search)    [C]lear current search
[P]ick field to search by             [D]isplay records found
[E]xpand values for field             [S]ort records found
[H]elp (or ?)                         [M]odify settings
[Q]uit (return to RBBS)
```

Choose a command: E LAB<cr>

Ref	Items	Index-term
E28981	31	Hawaiian Natives
E28982	539	IHE
E28983	392	Indian Tribes
E28984	29	Individual
E28985	189	Lab
E28986	390	LEA
E28987	2	Local Government
E28988	123	Non-Profit Institution
E28989	45	Profit Institution

On this page, we have picked another field to search by, Recipient Type, in order to check the number of Lab projects in the database (189). Budget Code or Principal Investigator's Organization could be used to retrieve individual institutions, but Recipient Type is the quickest way to select all Labs or Centers.

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OERI Directory of Current Projects - Toll-Free Bulletin Board Sample Session 6

```
[F]ind (continues existing search)    [C]lear current search
[P]ick field to search by             [D]isplay records found
[E]xpand values for field             [S]ort records found
[H]elp (or ?)                         [M]odify settings
[Q]uit (return to RBBS)
```

Here we find all Lab projects having to do with dropouts.

```
Choose a command: F S1 AND LAB<cr>
        189  RT=Lab

    Set  Items Description
  ------ ----- ------------------------------
  S1        51 DE=DROP*
  S2         8 RT=S1 AND LAB
```

```
[F]ind (continues existing search)    [C]lear current search
[P]ick field to search by             [D]isplay records found
[E]xpand values for field             [S]ort records found
[H]elp (or ?)                         [M]odify settings
[Q]uit (return to RBBS)
```

Now we display a list of the projects found. Four report formats are available:

R1 - project id and title only
R2 - principal investigator and project officer contact info.
R3 - id, title, and abstract
R4 - full resume

```
Choose a command: D S2 R1<cr>

Set S2 - RT=S1 AND LAB (8 projects)

 ID    Project Title
------ ------------------------------
 4690  AEL: Lab/Center Collaboration
 5693  Business Education Partnerships
 5696  National Collaboration
 5819  Dropout Prevention
 6362  Regional Resource Center for
       Students at Risk
 7057  Instructional Programs for
       At-Risk Students
 7058  School-Based Intervention for At-Risk Youth
 7060  Laboratory Collaboration - Task 5

End of Display.  Press <ENTER> to continue. <cr>
```


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OERI Directory of Current Projects - Toll-Free Bulletin Board Sample Session 7

```
[F]ind (continues existing search)     [C]lear current search
[P]ick field to search by              [D]isplay records found
[E]xpand values for field              [S]ort records found
[H]elp (or ?)                          [M]odify settings
[Q]uit (return to RBBS)
```

Choose a command: D S2 R2<cr>

Same projects; different format.

The display pauses after filling the screen. Press Enter to continue the display. If you are capturing the report to disk or printing directly from the screen, add the word PRINT to the end of your Display command to suppress the pauses.

Set S2 - RT=S1 AND LAB (8 projects)

4690 - AEL: Lab/Center Collaboration
Prin. Investigator: Sanders, John (304) 347-0400
Appalachia Educational Laboratory, Inc.
1031 Quarrier Street
P.O. Box 1348
Charleston, WV 25325 Cong. District: 03
Project Officer: Lallmang, Richard (202) 219-2274
PIP/END

5693 - Business Education Partnerships
Prin. Investigator: Crandall, David (508) 470-0098
The Regional Laboratory for Educational Improvement of the Northeast and Islands
290 South Main Street
Andover, MA 01810 Cong. District: 05
Project Officer: Egermeier, John (202) 219-2119
PIP/END

5696 - National Collaboration
Prin. Investigator: Crandall, David (508) 470-0098
The Regional Laboratory for Educational Improvement of
Press <ENTER> to continue or type [N]onstop or [Q]uit. <cr>
the Northeast and Islands
290 South Main Street
Andover, MA 01810 Cong. District: 05
Project Officer: Egermeier, John (202) 219-2119
PIP/END

5819 - Dropout Prevention
Prin. Investigator: Smith, Frederick (919) 549-8216
Southeastern Educational Improvement Laboratory
P.O. Box 12748
200 Park, Suite 200
Research Triangle Pk, NC 27709 Cong. District: 04
Project Officer: Coulson, John (202) 219-2133
PIP/END

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OERI Directory of Current Projects - Toll-Free Bulletin Board Sample Session 8

```
6362 - Regional Resource Center for Students at Risk
  Prin. Investigator: Guthrie, Larry   (415) 565-3000
                      Guthrie, Grace   (415) 565-3000
                      Far West Laboratory for Educational Research and
                      Development
                      1855 Folsom Street
                      San Francisco, CA  94103          Cong. District: 18
     Project Officer: Garnette, Cheryl   (202) 219-2267
Press <ENTER> to continue or type [N]onstop or [Q]uit. <cr>
                      PIP/END
```

```
7057 - Instructional Programs for At-Risk Students
  Prin. Investigator: Guthrie, Larry   (415) 565-3000
                      Baker, Ralph   (415) 565-3000
                      Far West Laboratory for Educational Research and
                      Development
                      1855 Folsom Street
                      San Francisco, CA  94103          Cong. District: 18
     Project Officer: Garnette, Cheryl   (202) 219-2267
                      PIP/END
```

```
7058 - School-Based Intervention for At-Risk Youth
  Prin. Investigator: Lally, Ron   (415) 565-3000
                      Far West Laboratory for Educational Research and
                      Development
                      1855 Folsom Street
                      San Francisco, CA  94103          Cong. District: 18
     Project Officer: Garnette, Cheryl   (202) 219-2267
                      PIP/END
```

```
7060 - Laboratory Collaboration - Task 5
  Prin. Investigator: Chow, Stanley   (415) 565-3000
Press <ENTER> to continue or type [N]onstop or [Q]uit. <cr>
                      Nafziger, Dean   (415) 565-3000
                      Far West Laboratory for Educational Research and
                      Development
                      1855 Folsom Street
                      San Francisco, CA  94103          Cong. District: 18
     Project Officer: Garnette, Cheryl   (202) 219-2267
                      PIP/END
```

```
End of Display.  Press <ENTER> to continue. <cr>
```

1695

OERI Directory of Current Projects - Toll-Free Bulletin Board Sample Session 9

```
[F]ind (continues existing search)     [C]lear current search
[P]ick field to search by              [D]isplay records found
[E]xpand values for field              [S]ort records found
[H]elp (or ?)                          [M]odify settings
[Q]uit (return to RBBS)
```

Choose a command: D 7060 R4<cr>

This is an example of the full resume format, which reports all information in the database for each project.

Note that you can specify which project(s) to display using Project ID Numbers instead of set numbers--a useful feature when you list just the titles for a large set and want to see more detail on only a few of the projects.

Projects: 7060

Project ID: 7060 Contract/Grant No.: 0400860009
Project Title: Laboratory Collaboration - Task 5
Prin. Investigator: Chow, Stanley (415) 565-3000
Nafziger, Dean (415) 565-3000
Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, CA 94103 Cong. District: 18
Project Officer: Garnette, Cheryl (202) 219-2267
PIP/END
Procurement Type: Lab/Center
Recipient Type: Lab
Budget Code: FWL
Duration: 12/01/87 through 11/30/90 (Planned)
Funding: To Date = $318,930 FY91 = $0
FY90 = $0 FY89 = $118,644

Abstract: FWL'S TASK 5 (LABORATORY AND CENTER COLLABORATION) ACTIVITIES INVOLVE SEVERAL EFFORTS: (1) PARTICIPATING IN COLLABORATIVELY SHARING RESULTS OF WORK THROUGH CSAP; (2) PARTICIPATION IN AN ELECTRONIC TELECOMMUNICATION NETWORK TO SHARE INFORMATION; (3) WORKING WITH THE
Press <ENTER> to continue or type [N]onstop or [Q]uit. <cr>
UNIVERSITY OF WISCONSIN TO STUDY AN INTERVENTION PROGRAM FOR AT-RISK HIGH SCHOOL STUDENTS IN OAKLAND; (4) DEVELOPING A KNOWLEDGE BASE ON EDUCATION RESTRUCTURING WITH TWO OTHER LABORATORIES; AND (5) PARTICIPATION IN SEVEN THEME ACTIVITIES: STUDENTS AT-RISK, TEACHER EVALUATION, STATE ASSESSMENT DATABASE, EDUCATION AND BUSINESS, TECHNOLOGY, EARLY CHILDHOOD EDUCATION, AND HIGHER ORDER THINKING SKILLS.

Products: TWO REPORTS ON THE OAKLAND HEALTH ACADEMY AND THE MEDIA ACADEMY ARE FORTHCOMING.

Accomplishments: FWL IS THE LEAD LABORATORY FOR THE TOPICS OF STUDENTS AT RISK AND RESTRUCTURING. A NATIONAL CONFERENCE ON DROPOUTS WAS HELD IN APRIL 1989, WHICH FWL CO-SPONSORED. THEY ALSO SERVED AS CO-LEADERS AT A WORKSHOP ON STUDENTS AT RISK HELD MAY 10 AT THE OERI HEADQUARTERS.

Subject Area Descriptors: Design Build Approach, Dropout Prevention,

```
 Educational Cooperation, Educational Development, Planning

 Level of Education: Adult, Early Childhood, Elementary, Secondary

 Type of Activity: Applied Research, Development, Dissemination, Evaluation

 Priority/National Education Goal:
Press <ENTER> to continue or type [N]onstop or [Q]uit. <cr>

End of Display.  Press <ENTER> to continue. <cr>

 [F]ind (continues existing search)   [C]lear current search
 [P]ick field to search by            [D]isplay records found
 [E]xpand values for field            [S]ort records found
 [H]elp (or ?)                        [M]odify settings
 [Q]uit (return to RBBS)

Choose a command: Q<cr>
```

[Q]uit returns you to the bulletin board, where you can exchange messages with other educators or browse the file directories for OERI information or educational software.

```
KEITH, welcome back!

Checking Users...
Logging KEITH STUBBS
RBBS-PC CPC17.3 NODE 1, OPERATING AT  2400 BAUD,N,8,1


 231 min left
              ------*>>>   RBBS-PC  MAIN MENU   <<<*------
------ MAIL ---------- SYSTEM ---------- UTILITIES ------- ELSEWHERE ---
 [E]nter Messages   [*]nswer Questions [H]elp (or ?)       [D]oors
 [K]ill Messages    [B]ulletins        [J]oin Conferences  [F]iles
 [P]ersonal Mail    [C]omment to Sysop [V]iew Conf. Mail   [G]oodbye
 [R]ead Messages    [I]nitial Welcome  [X]pert on/off      [Q]uit
 [S]can Messages    [*]perator Page                        [U]tilities
 [T]opic of Msgs    [W]ho's on          * = unavailable    [*]Library
-------------------------------------------------------------------------
   Current time:  2:26 PM  Minutes remaining: 231    Security: 7

MAIN command <?,B,C,D,E,F,H,I,J,K,P,Q,R,S,T,U,V,W,X>? G<cr>
End session (Y,[N])? Y<cr>

Now: 11-10-1991 at 14:26:23
On for 7 mins, 43 secs
 231 min left for next call today
KEITH, Thanks and please call again!
```

To log off, type [G]oodbye, then [Y]es to confirm. The bulletin board will drop the telephone connection.

GENERAL

To get help on a specific topic, command, or information element, type HELP followed by one of the following:

TOPICS	COMMANDS	INFORMATION ELEMENTS	
PMIS SYSTEM	FIND	PROJECT TITLE	PROJECT ID
THIS EDITION	PICK	ABSTRACT	CONTRACT/GRANT NO
CONTACTS	DISPLAY	PRODUCTS	PROCUREMENT TYPE
	EXPAND	ACCOMPLISHMENTS	RECIPIENT TYPE
	CLEAR	SUBJECT AREA	DURATION
	MODIFY	LEVEL OF EDUCATION	FUNDING
	SORT	TYPE OF ACTIVITY	FUNDING (FISCAL) YR
	QUIT	PRIORITY/ED GOALS	PRINCIPAL INVESTIGTR
		PROJECT OFFICER	PROGRAM OFFICE

Type HELP followed by COMMANDS or INFORMATION ELEMENTS for a brief explanation of the items listed above under those categories.

PMIS SYSTEM

The Project Management Information System (PMIS) is a computerized repository of information on projects funded by OERI and its predecessor agency, the National Institute of Education (NIE), from Fiscal Year 1980 to the present. The database contains financial and administrative data as well as abstracts and descriptive characteristics on several thousand projects.

The database is intended as a resource to help OERI project officers, funded institutions, and others concerned with education research, statistics, and improvement

1. identify current work on a given topic;
2. obtain concise descriptions of the project's objectives, methods, products, and outcomes; and
3. locate individuals to contact for further information (both the principal investigator and the OERI project officer).

Each edition of the database contains information drawn from a central OERI computerized database. These records are maintained by the Education Information Resources Division using information provided quarterly by OERI project officers.

THIS EDITION

This edition of the database includes records of projects conducted during Fiscal Years 1988 through 1991 at:

- National Research and Development Centers,
- Regional Education Laboratories,
- Education Resources Information Center (ERIC),
- National Diffusion Network (NDN),
- Leadership in Education Administration Development (LEAD),
- Star Schools Program,
- Teacher Education Program,
- Fund for the Improvement and Reform of Schools and Teaching (FIRST), and
- Library Programs.

It does not include projects conducted by the National Center for Education Statistics (NCES).

In the absence of clear definition or precedent, identification of individual "projects" has been left to the best judgment of each institution's project officer as to what level of detail most logically represents the work of the institution. Most institutions are represented by from five to twenty projects, although several have only a single project and one Center has over a hundred. Where funding figures are not available at the individual project level, the institution total is listed with the "Institutional Activities" project and zero funding is shown for the other projects.

CONTACTS

Inquiries

For further information about the Project Management Information System, contact Ms. Ella Jones, Education Information Resources Division (EIRD), (202) 219-1525. Address inquiries about special reports or technical characteristics of the system to Keith Stubbs, EIRD, (202) 219-1547. Correspondence may be addressed to:

Ella Jones
U.S. Department of Education/OERI
555 New Jersey Avenue, N.W., Room 208
Washington, D.C. 20208-5725

Final Reports

Readers interested in obtaining copies of a final report or other product listed for a project should consult "Resources in Education" (RIE) several months after the product is listed or the project is completed. RIE is a monthly publication of the ERIC program and is available by subscription from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

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COMMANDS

To use one of the following commands, type the command (or its first character) followed by any additional information required. For example, PICK must be followed by the two-character abbreviation for the information element you wish to search by.

For more detailed description and examples, type HELP followed by the command (i.e., HELP FIND).

FIND - retrieves projects which match conditions you specify; creates a 'found set' which you can DISPLAY.

PICK - select which information element to search next with the FIND command.

DISPLAY - display information on the projects in a found set in one of several formats, or display a list of found sets.

EXPAND - show an alphabetical list of database contents for the current search field, with a count of the number of projects for which each value occurs.

CLEAR - discard all found sets and start again with a clean slate.

MODIFY - modify settings (lines per screen, expert mode, graphics characters, etc.).

SORT - feature is not yet available.

QUIT - exit from project database and return to Bulletin Board.

FIND

Use the FIND command to retrieve projects which meet conditions you specify. Follow FIND with one or more descriptors, words, or names. When searching for several terms, separate each term from the next with one of the connectors AND, OR, AND NOT. FIND searches the field most recently chosen using the PICK command. FIND all terms which begin with a string of characters by following the string with an asterisk (e.g., PARENT*). Terms which contain spaces must be enclosed in quotes.

Examples:

F ERIC

retrieve projects with 'ERIC' in the current search field. Note that you may abbreviate 'FIND' and type 'F'.

FIND ERIC AND READING

retrieves projects for which both terms, 'ERIC' and 'READING', are found in the field most recently PICKed. If Project Title is the current search field, both words must be found in the Title.

FIND 'COULTER, PAT' OR 'ARUNDEL, KEVIN'

retrieves projects for which either or both terms are found in the field most recently PICKed, presumably the Project Officer field in this case.

FIND ERIC AND NOT READING

retrieves projects with 'ERIC' in the current search field, but excluding those projects which also have 'READING' in the search field.

FIND S4 AND NOT E884

You can use previously found sets as search terms by typing the set identifier ('S' followed by a number). Type D SETS to display found sets. 'E884' is an example of a reference to an EXPANDed term. After expanding a term, you may find it more convenient to use the 'E' number rather than typing in the term itself. The example above retrieves projects in Set #4 for which the term referenced on an EXPAND list as 'E884' is not found in the current search field.

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PICK

Use the PICK command to choose a field to search with the FIND command. Type the two-character prefix to choose one of the following:

abbr	field	search by
AB	Abstract	word
DE	Subject Area Descriptor	ERIC Descriptor
LE	Level of Education	keyword
TA	Type of Activity	keyword
PY	Priority/Ed Goals	keyword
PR	Products	word
AC	Accomplishments	word
TI	Project Title	word
PO	Project Officer Name	last comma first
PG	Program Office	acronym
PN	Principal Investigator's Name	last comma first
PI	Principal Investigator's Organization	full name
ST	Principal Investigator's State Code	2-char Postal. abbrev.
BC	Budget Code/Acronym	acronym
PT	Procurement Type	keyword
RT	Recipient Type	keyword
CN	Contract/Grant Number	code/number
FY	Funding (Fiscal) Year	year (e.g., 1988)

Example:

PICK AB

Choose Abstract as the field to search next.

P DE

Choose Subject Area Descriptor as the field to search next.

DISPLAY

Use DISPLAY to list:

(1) a summary of all your found sets
(2) the projects in an individual found set (the result of a FIND)
(3) one or more Project ID Numbers

To display a list of all of your found sets, type 'DISPLAY SETS'.

To display the projects in one of the sets, type 'DISPLAY' or the abbreviation 'D' followed by the set number (e.g., S1) and one of the available report format numbers:

R1 - Project ID and Title only
R2 - Principal Investigator and Project Officer information
R3 - Abstract
R4 - All information

To display specific projects, type 'DISPLAY' or the abbreviation 'D' followed by one or more Project ID Numbers separated by commas, with no spaces between. Use this option when you have found a large number of projects, listed their IDs and titles (format R1), and wish to display complete detail (format R4) on a select few.

You may also specify 'PRINT' or the abbreviation 'P' to assist in capturing the display to your printer or a file. 'PRINT' removes ANSI color codes and end-of-screen prompts from the report and prompts you to turn your computer's printer or file capture on before starting the report, and off after the report finishes.

You may specify 'NONSTOP' or the abbreviation 'N' to display the report without end-of-screen prompts.

Examples:

DISPLAY S3 R4

Display all information for each project in Set #3.

D S5 R3 PRINT

Display the Project ID, Title, and Abstract (report format R3) for each project in Set #5. Display without ANSI color codes or end-of-screen pause messages and prompt user to turn printer or file capture on before displaying the report and off after it is completed.

D 7501,7512,8200 R4

Display all information for the 3 projects specified. Note: Be careful not to put spaces between the numbers.

EXPAND

Use the EXPAND command to display a section of the alphabetical index for the current search field (i.e., the field most recently selected using the PICK command). Type EXPAND followed by a word or partial word indicating what point in the alphabet the list should begin. Alternatively, you may use a plus ('+') or minus ('-') sign instead of a word to move the display forward or backward in the alphabet from the previous EXPAND display.

Examples:

EXPAND M

Display the first value of the current search field which begins with 'M', along with the four values immediately preceding it and the four immediately following it in alphabetical order.

E +

Display the next nine values for the current search field following the last display in alphabetical order.

EXPAND -

Display the previous nine values for the current search field preceding the last display in alphabetical order.

CLEAR

Use CLEAR to discard your found sets and begin a fresh list when your list grows inconveniently long.

MODIFY

Use the MODIFY command to change the following settings:

GRAPHICS	YES	-	to use the IBM extended character set in prompts
	NO	-	to use only ASCII characters in prompts
COLOR	YES	-	to use ANSI colors in prompts and menus (DEVICE=ANSI.SYS must be in your CONFIG.SYS)
	NO	-	to omit ANSI color control from display
LINES	0	-	to display projects and help information without pausing after each screenful
	1 - 24	-	to pause after each 1 - 24 lines when displaying projects and help info.
EXPERT	YES	-	to bypass menus of commands and choices
	NO	-	to display menus of commands and choices

Examples

MODIFY LINES 20

Instruct system to pause after each 20 lines when displaying projects or help information

M G Y

Instruct system to use IBM extended characters when displaying prompts

SORT

The SORT feature is not yet available.

QUIT

Use the QUIT command when you have finished searching the database and wish to exit and return to the bulletin board system. You may abbreviate 'QUIT' and type 'Q'.

INFORMATION ELEMENTS

For a more detailed description of any of the INFORMATION ELEMENTS listed below, type HELP followed by the exact name of the information element.

PROJECT ID	-	unique identification number for each project
PROJECT TITLE	-	title of the project
ABSTRACT	-	concise description of project's subject, significance, purpose, methods, etc.
PRODUCTS	-	list of important publications and presentations with availability info.
ACCOMPLISHMENTS	-	project's findings and known uses
PROJECT OFFICER	-	name and telephone no. of OERI monitor and contact for project
PROGRAM OFFICE	-	acronym for responsible OERI component
PRINCIPAL INVESTIGTR	-	responsible organization and individual(s); full name, address, and telephone no.
CONTRACT/GRANT NO	-	official ED-assigned contract or grant no.
PROCUREMENT TYPE	-	method through which project was originally procured (e.g. RFP, Grant Competition, etc.)
RECIPIENT TYPE	-	type of organization receiving the award
SUBJECT AREA	-	from 1 to 10 controlled subject index terms (i.e., ERIC Descriptors)
LEVEL OF EDUCATION	-	one or more terms, representing either subject matter or target population.
TYPE OF ACTIVITY	-	one or more terms (e.g., Policy Studies, Basic Research, Dissemination, etc.)
PRIORITY/ED GOALS	-	one or more terms associating a project with one of the six National Education Goals or other OERI priority
DURATION	-	starting and planned or actual end date
FUNDING	-	amount of OERI funds awarded to project; total to date and most recent 3 years
FUNDING (FISCAL) YR	-	fiscal year during which project received OERI funding

PROJECT ID

PROJECT ID is a four or five digit identification number sequentially assigned to projects as they are processed.

PROJECT ID serves as a unique identifier for each individual project and has no other significance.

Individual projects can be DISPLAYed by specifying the Project ID.

PROJECT TITLE

PROJECT TITLE is the title of the project as established in the original contract or grant document or as determined by the OERI project officer.

ABSTRACT

ABSTRACT is a concise narrative description of the project's subject, significance, purpose, procedures, methods, and expected outcomes, as appropriate.

PRODUCTS

PRODUCTS lists all important publications, conference presentations, etc., that are associated with the project, with full bibliographic information and available source.

ACCOMPLISHMENTS

ACCOMPLISHMENTS is a narrative description of the project's findings, known uses of these findings, and what evidence there is that the project helped improve education.

Information may not be available for projects which have not yet been completed.

PROJECT OFFICER

PROJECT OFFICER contains the full name and telephone number of the OERI monitor and contact for the project.

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PROGRAM OFFICE

PROGRAM OFFICE is an acronym for the OERI office responsible for conducting the program under which the project is funded.

One of the following:

- FIRST - Fund for the Improvement and Reform of Schools and Teaching
- LP - Library Programs
- NCES - National Center for Education Statistics
- OR - Office of Research
- PIP - Programs for the Improvement of Practice

PRINCIPAL INVESTIGTR

PRINCIPAL INVESTIGTR identifies the following information:

- Organization - The organizational recipient of the OERI contract or grant to perform the work of the project.
- Individual(s) - The full names and telephone numbers of one or two individuals responsible for conducting the project.

  Note that "Principal Investigator" is used in a general sense to mean the individual(s) responsible for the project. The actual title may be Project Officer, Project Director, or some other official term.
- Address - Where the individual(s) conducting the project may be reached. Includes street address or P.O. Box, city, state, zip code, and Congressional District.

CONTRACT/GRANT NO

CONTRACT/GRANT NO is the official contract or grant number assigned to the project. The number will be identical for all projects under a single Lab or Center.

PROCUREMENT TYPE

PROCUREMENT TYPE is the method through which the project was originally procured. One of the following:

LAB/CENTER	(Set-Aside)
RFP	(Request for Proposal) (other than Lab/Center)
GRANT COMPETITION	(other than Lab/Center)
FORMULA GRANT	
COOPERATIVE AGREEMENT	
UNSOLICITED PROPOSAL	
SOLE SOURCE	
8(A)	
SBIR	(Small Business Innovative Research)
FIELD READER	
COMMISSIONED PAPER	
CONFERENCE CONTRACT	
INTER INTRA	
INDIVIDUAL	
PURCHASE ORDER	

RECIPIENT TYPE

RECIPIENT TYPE is the type of organization receiving the award. One of the following:

LAB	(Regional Educational Laboratory)
CENTER	(National Research & Development Center)
INSTITUTION OF HIGHER EDUCATION	
LOCAL EDUCATION AGENCY	(LEA)
STATE EDUCATION AGENCY	(SEA)
LOCAL GOVERNMENT	(other than LEA)
STATE GOVERNMENT	(other than SEA)
FOREIGN GOV OR ORG	(International or Foreign Organization or Agency)
FEDERAL GOVERNMENT	
REGIONAL AGENCY	
NON-PROFIT INSTITUTION	
PROFIT INSTITUTION	
INDIVIDUAL	
INDIAN TRIBES	
HAWAIIAN NATIVES	
STATE LIBRARY ADMINISTRATIVE AGENCIES	

SUBJECT AREA

SUBJECT AREA contains from one to ten controlled subject index terms selected from the "Thesaurus of ERIC Descriptors" to describe the subject matter of the project.

LEVEL OF EDUCATION

LEVEL OF EDUCATION contains one or more terms defining the level(s) of education which

(a) are addressed by the subject matter, or
(b) form the target population of the project

whichever is more relevant. One or more of the following categories:

EARLY CHILDHOOD
ELEMENTARY
SECONDARY
POSTSECONDARY
ADULT

Percentages indicate an estimate of the distribution of total funds awarded.

TYPE OF ACTIVITY

TYPE OF ACTIVITY contains one or more of the categories below to define the type(s) of activity involved in the project.

POLICY STUDIES
BASIC RESEARCH
APPLIED RESEARCH
DEVELOPMENT
DISSEMINATION
STATISTICS
EVALUATION

Percentages indicate an estimate of the distribution of total funds awarded.

PRIORITY/ED GOALS

PRIORITY/ED GOALS contains keywords associating the project with one or more of the six National Education Goals established by the President and the Nation's Governors, or with other major OERI priorities.

DURATION

DURATION defines the starting date and the planned or actual ending or completion date for the project.

"(Pl.)" following the end date indicates a planned, rather than an actual, end date.

FUNDING

FUNDING shows the amount of OERI funds awarded for the project. Both the total to date and amounts awarded for each of the three most recent fiscal years are shown.

For some Labs and Centers, funding information is not available at the project level. In such cases, the total Lab or Center award is shown under the "Institutional Activities" project and $0.00 is shown for the other projects.

FUNDING (FISCAL) YR

FUNDING (FISCAL) YR indicates that a project received OERI funding in a particular fiscal year.

ACCESS ERIC
1600 Research Boulevard, Rockville, MD 20850 • 1–800–USE–ERIC

Memorandum

TO: ERIC Clearinghouse liaisons

FROM: ACCESS ERIC staff

DATE: July 14, 1992

RE: Conclusion Brochures

Enclosed are the 5 latest Conclusion Brochure titles and a publication announcement for the set. We welcome your assistance in disseminating them to parents and teachers.

If you will be participating in a conference or workshop or doing a targeted mailing to an audience with an interest in homework, listening skills, acceleration of gifted students, geography education, or citizenship, please call 1–800–USE–ERIC (873–3742) to get multiple copies of the relevant titles.

If you announce the availability of the brochures in your newsletters, please note that we need to limit quantities to 5 of each title per individual caller. Also, the ACCESS ERIC phone number is due to change to 1–800–LET–ERIC (538–3742) imminently. Before you go to press, please check which phone number is in operation.

Thank you.

ACCESS ERIC
1600 Research Boulevard, Rockville, MD 20850 • 1-800-USE-ERIC

Free Brochures for Parents and Teachers Available From the ERIC System

How important is homework?
How can parents model good listening skills?
Should gifted students be grade-advanced?
How can we help children learn geography?
How can we help children learn to be responsible citizens?

These questions are addressed in a series of free brochures available from ACCESS ERIC, the promotional and outreach arm of the ERIC (Educational Resources Information Center) System, sponsored by the U.S. Department of Education's Office of Educational Research and Improvement. Each brochure includes timely references and sources to contact for additional information. The brochures are available free while supplies last; in addition, they may be freely reproduced and distributed.

- **How Important Is Homework?**—Includes tips on how parents can help with homework, guidelines for amounts of homework, and a discussion of school homework policies.
- **How Can Parents Model Good Listening Skills?**—Presents practical suggestions for modeling good listening skills and improving communication with children.
- **Should Gifted Students Be Grade-Advanced?**—Discusses academic and social aspects of accelerating students in a single subject or a grade.
- **How Can We Help Children Learn Geography?**—Covers 5 fundamental themes of geography education and offers ideas for enhancing children's knowledge of geography in school and at home.
- **How Can We Help Children Learn To Be Responsible Citizens?**—Suggests ways that parents and teachers can help students become more informed about, and active in, performing the duties of citizenship.

To order, call 1-800-USE-ERIC (873-3742).

REPORT: ERIC USER SURVEY

Office of Educational Research and Improvement
Office of Research
Educational Resources Information Center (ERIC)

Submitted to:

Pat Coulter, COTR

Submitted by:

ACCESS ERIC
Aspen Systems Corporation
Rockville, Maryland
Contract Number RI890120

December 1991

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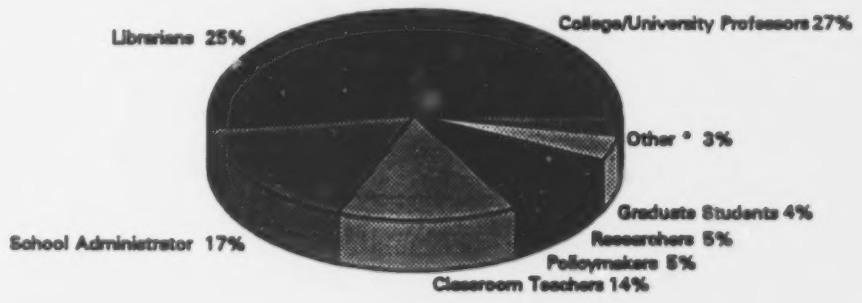
Executive Summary

This report, authorized by the U.S. Department of Education's Office of Educational Research and Improvement, presents findings from a survey on the Educational Resources Information Center (ERIC) conducted between May and September 1991. A total of 1,184 respondents, including college and university professors, librarians, school administrators, classroom teachers, policymakers, education researchers, graduate students, and others, completed a 21-question survey developed by the ERIC Assessment Task Force and approved by the Office of Management and Budget. Figure 1 provides a breakdown of survey respondents by user groups. Survey administration and data coding, compilation, and analysis were conducted by ACCESS ERIC under the direction of Dr. Beverly Swanson.

The survey was designed to assess the education information needs of respondents, as well as the extent of their use of ERIC, their evaluation of ERIC services and products, and their suggestions for system improvement and expansion. As such, it is one tool for system evaluation, improvement, and planning.

FIGURE 1
SURVEY RESPONDENTS BY USER GROUPS



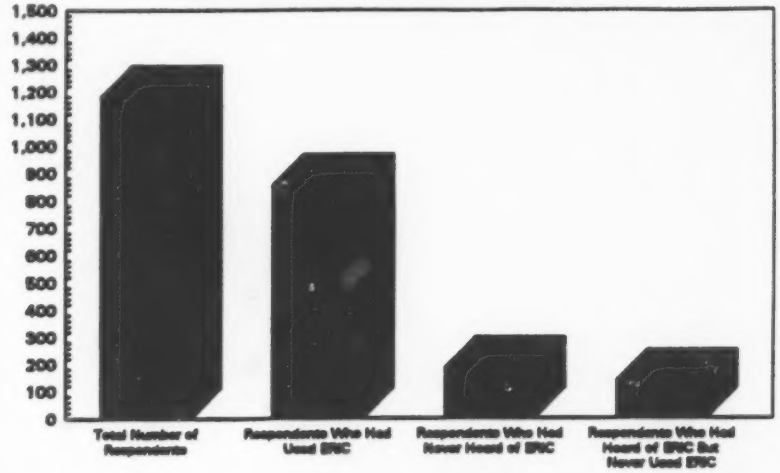
* Includes parents, counselors, journalists, undergraduates, and respondents with unspecified occupations.

Survey Findings

Familiarity With ERIC

Survey respondents showed a high degree of familiarity with ERIC: 72 percent of the 1,184 respondents had used ERIC, 12 percent had heard of ERIC but not used it, and 16 percent had neither used nor heard of ERIC (see Figure 2).

FIGURE 2
RESPONDENTS' FAMILIARITY WITH ERIC



Other key survey findings related to system recognition and use are as follows:

- Librarians were the user group with the highest degree of ERIC recognition—98 percent of them had heard about the system—and teachers, at 48 percent, were the lowest.

- The two most common ways to learn about ERIC were through courses or inservice training (identified by 52 percent of the respondents) and through the library (identified by 26 percent).

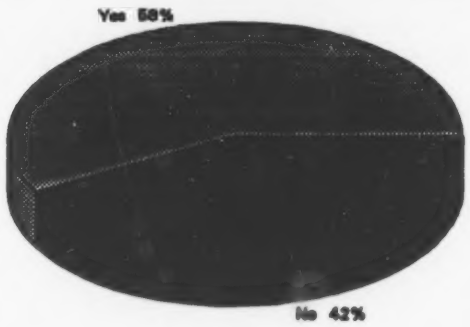
- Among all respondents, *Current Index to Journals in Education* (*CIJE*) was a slightly more familiar resource than *Resources in Education* (*RIE*): 71 percent had used *CIJE* and 65 percent had used *RIE*.

- As Figure 3 shows, 58 percent of the respondents had used ERIC Clearinghouses, including 72 percent of the school administrators, 71 percent of the university professors and education researchers, 41 percent of the teachers, and 38 percent of the librarians.

- Approximately 36 percent of the respondents had written documents that were abstracted in the database, including 59 percent of the university faculty and education researchers surveyed.

- A large number of respondents were unfamiliar with or knew about but did not use the ERIC Document Reproduction Service (EDRS). Of the respondents who answered a question about EDRS, 38 percent had never used it, 40 percent found it "Very Helpful," 20 percent found it "Somewhat Helpful," and 2 percent said it was "Not Helpful."

FIGURE 3
HAVE YOU EVER USED AN ERIC CLEARINGHOUSE?

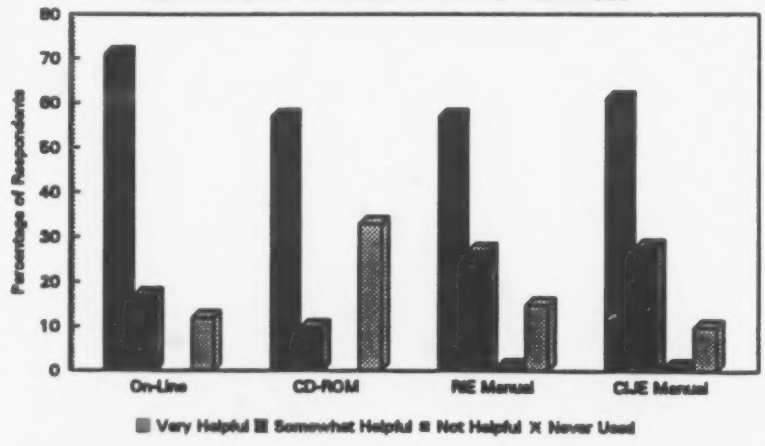


Evaluation of ERIC Services and Products

The survey respondents who had used ERIC in some capacity were asked to evaluate the full range of ERIC services and products, including the database, search services, reference materials, and ERIC Clearinghouses and Support Components. They answered objective questions, marked rating scales, and responded to open-ended questions. Respondents were most familiar with the ERIC database and much less familiar with the ERIC Document Reproduction Service, the ERIC Clearinghouses, and ACCESS ERIC.

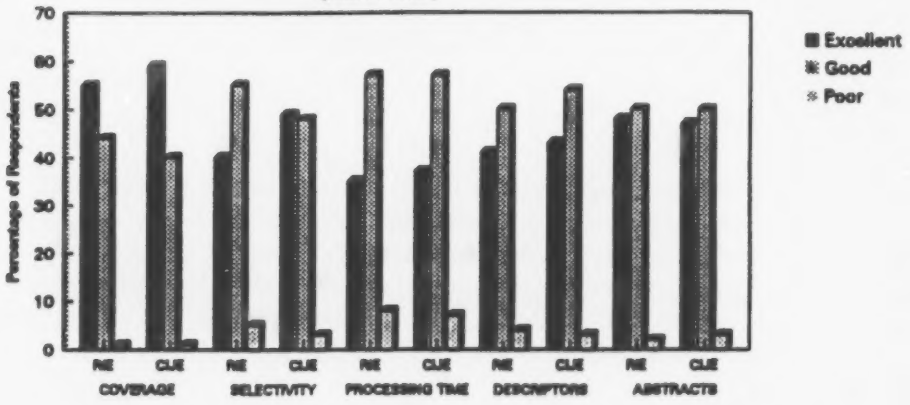
ERIC users may search online, on Compact Disc-Read Only Memory (CD-ROM), or manually through print and microfiche indexes. Survey respondents who had done ERIC searches were highly satisfied with their experiences: well over half of the respondents rated each type of search service "Very Helpful." Figure 4 presents respondents' ratings of search services. Of particular interest is the fact that 33 percent of the survey respondents had never used CD-ROM, as compared with 15 percent who had never used *CIJE*, 12 percent who had never conducted or requested online searching, and 10 percent who had not used *RIE*.

FIGURE 4
RESPONDENTS' RATINGS OF SEARCH SERVICES



Survey respondents familiar with *RIE* and *CIJE* were asked to rate such aspects of the indexes as coverage, selectivity, processing time, descriptors, and abstracts (see Figure 5). The coverage found in both indexes received particularly high ratings: 99 percent of the respondents rated each index's coverage either "Excellent" or "Good." The greatest area of respondent concern was processing time: 8 percent indicated that *RIE's* processing speed was "Poor," as did 7 percent of *CIJE* raters.

FIGURE 5
RESPONDENTS' RATINGS OF PRINTED INDEXES
(RIE & CIJE)



Survey respondents were also asked to indicate what types of information they obtained from ERIC and for what purposes. More than half the respondents indicated that they used ERIC to retrieve journal articles; their other choices, listed in descending order of frequency, were as follows: unpublished documents, conference papers, literature reviews, and curriculum materials. Research was by far the most common purpose for database use among respondents: 73 percent of respondents used ERIC for research, followed by 9 percent using it primarily for administrative decisionmaking, 7 percent using it for curriculum development, and 4 percent using ERIC to identify instructional techniques. Among user groups, school administrators were most diverse in their use of ERIC, with 53 percent identifying research as their primary reason for searching, 26 percent identifying decisionmaking, 16 percent selecting curriculum development, and 4 percent selecting instruction.

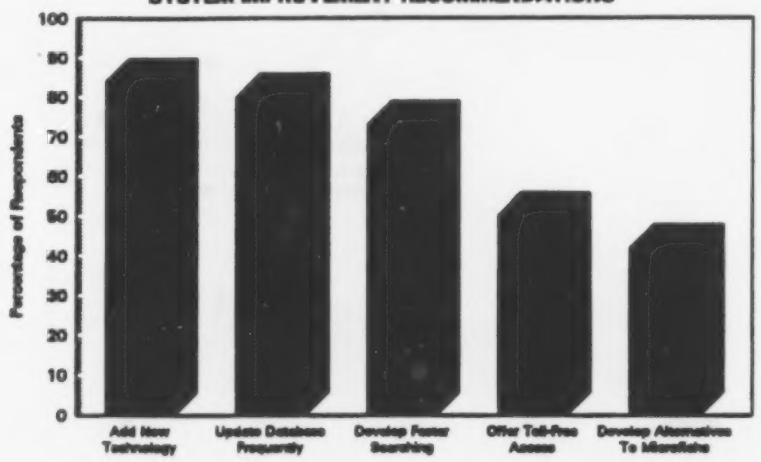
User Recommendations for System Improvements

Survey respondents who used ERIC generally rated it very highly: 96 percent of them indicated that ERIC met their basic education information needs, and 90 percent felt ERIC was accessible when they needed education information. Respondents also suggested improvements in the following areas:

- Technology expansion (including faster searching and alternatives to microfiche).
- Database improvements (including more frequent updates, more comprehensive coverage, full-text retrieval, and greater quality control).
- Product development (including more annotated bibliographies on "hot" topics in education for librarians, professors, and school administrators; ready database searches for professors, researchers, and school administrators; and materials for parents requested by school administrators and teachers).
- Accessibility and training (including financial support for installing equipment, more toll-free phone service, and more and better training materials).

Figure 6 shows the most commonly recommended system improvements.

FIGURE 6
SYSTEM IMPROVEMENT RECOMMENDATIONS



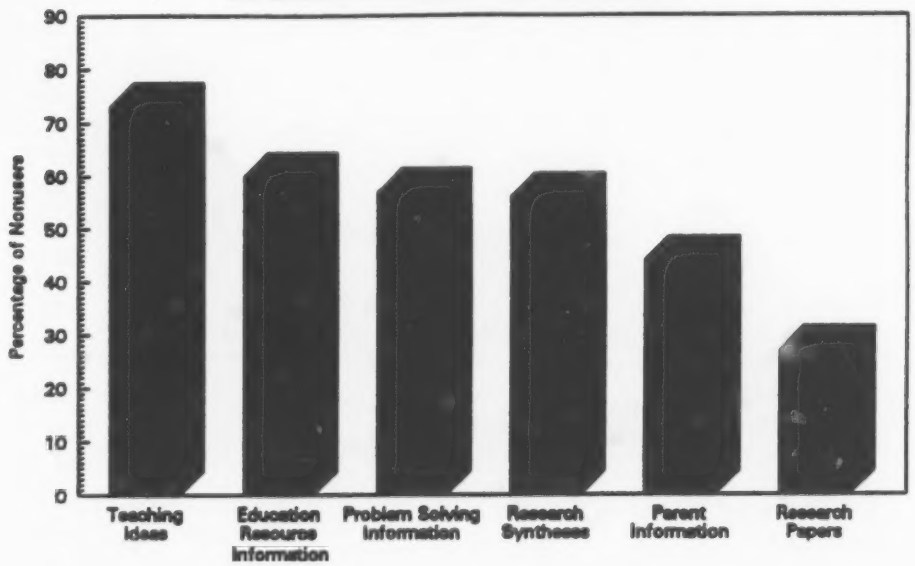
Because the ERIC System has been exploring the issue of greater outreach to teachers and parents, several anecdotal comments from respondents regarding the usefulness of ERIC to this audience and ways to reach teachers and parents are included in the report.

Information Needs of ERIC Users and Nonusers

There was a significant divergence in the stated information needs of ERIC users and ERIC nonusers who responded to the survey: current users indicated that synopses of education research and research projects/papers were their most important information needs, while nonusers, who were mostly teachers, requested practical ideas for teaching and considered research papers their least significant education need (see Figure 7). This divergence will likely require further exploration as ERIC seeks to broaden its user

base. It suggests not only a need for better marketing of existing products and services but a potential shift in system resources in order to disseminate practitioner-oriented information to a new target audience.

FIGURE 7
INFORMATION NEEDS OF NONUSERS



Implications of Survey Data

In the second section of the report, the implications of the survey findings are explored. Findings are linked with recommendations for improvement in four areas.

- Recommendations for database improvements encompass such technical improvements as more frequent updates to the database, faster searching, and full-text availability, as well as the scope of coverage. Tradeoffs between desired improvements and user expectations regarding ease of use and affordability are introduced.

- Recommendations in the area of product development suggest further movement toward "packaging" database-derived information (e.g., bibliographies) with other text (e.g., *ERIC Digests*) as well as publicizing existing products that do this (e.g., the *Teaching Resources in the ERIC Database* or *TRIED* series) and creating new products and training materials for teachers, librarians, and professors.

- Training products are also a component of the marketing/outreach

recommendations. Specifically, librarians need more information about the Clearinghouses and EDRS, teachers need more information about curriculum and instruction materials available from ERIC as well as on how to enter their own materials into the database, and parents, particularly low-income, minority, and limited-English-speaking parents, need to be further consulted regarding their education information needs.

- Finally, recommendations for training suggest that librarians and education professors receive special "training for the trainers," and experienced teachers be invited to learn about ERIC through inservice workshops or continuing education.

Conclusion

The findings from this survey offer a snapshot of ERIC's current strengths and weaknesses from the perspective of a wide range of users. The findings and resultant recommendations may be used as a resource for improving the ERIC System in two ways: through the enhancement of existing services and products and the development of new ones to meet the education information needs of today's and tomorrow's ERIC users.

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-more-

News Release

Each entry for a valid identifier in the List includes two "postings" numbers, which indicate the number of times the term has been used in CIJE and RIE. Entries may also include a Scope Note (SN), which defines a term that may be construed in several different ways; Used For (UF), a cross-reference used to indicate nonpreferred synonyms; or Use (USE), indicating variant forms of preferred identifiers.

Indexed both alphabetically, and by category within 20 broad categories, the List can also be employed as a research tool in free-text searching.

Editor Carolyn Weller is assistant director, operations for the ERIC Processing and Reference Facility, ARC Professional Services Group. Co-editor James E. Houston is lexicographer, ERIC Processing and Reference Facility.

The ERIC Identifier Authority List - (IAL) 1992, ISBN 0-89774-738-0, has 512 pages and is available in a 8 1/2" x 11" clothbound format priced at $55.00 in North America. To order, contact The Oryx Press at 4041 N. Central, Phoenix, Arizona 85012-3397. Call toll-free 1-800-279-6799 or 602-265-2651. FAX toll-free 800-279-4663 or 602-265-6250. Postage and handling are free on prepaid orders.

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1992 CIJE SCHEDULE

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Jan	9/24	10/3	10/1	10/10	10/8	10/17	10/15	10/24		
Feb*	10/22	10/31	10/29	11/7	11/5	11/14	11/12	11/21	11/19	12/5
Mar	12/3	12/12	12/10	12/19	12/17	1/9	1/7	1/16		
Apr	1/14	1/23	1/21	1/30	1/28	2/6	2/4	2/13		
May	2/11	2/20	2/18	2/27	2/25	3/5	3/13	3/12		
Jun	3/10	3/19	3/17	3/26	3/24	4/2	3/31	4/9		
Jul*	4/14	4/23	4/21	4/30	4/28	5/7	5/5	5/14	5/12	5/21
Aug	5/19	5/28	5/26	6/4	6/2	6/11	6/9	6/18		
Sep	6/16	6/25	5/23	7/2	6/30	7/9	7/7	7/16		
Oct	7/14	7/23	7/21	7/30	7/28	8/6	8/4	8/13		
Nov	8/11	8/20	8/18	8/27	8/25	9/3	9/1	9/10		
Dec	9/8	9/17	9/15	9/24	9/22	10/1	9/29	10/8		

This schedule reflects the two weeks (Thanksgiving & Christmas) when no tapes are rcvd. at Oryx.

Attachment 10-1

Attachments

ERIC Ready Reference #16
November 1991

WHAT KINDS OF DOCUMENTS ARE IN THE ERIC DATABASE (RIE)?

(January 1980 - September 1991)

Rank	PUBTYPE Code	Publication Type	Date Initiated	Accessions Coded by PUBTYPE	Percent of Accessions Carrying PUBTYPE
1	143	Research/Technical Reports	9/74	47,819	30.4
2	150	Conference Papers/Speeches (Single Papers)	9/74	45,439	28.9
3	141	Project/Program Descriptions	9/74	28,616	18.2
4	120	Opinion Papers/Essays	9/74	20,287	12.9
5	052	Teaching Guides (For Teacher)	7/79	17,762	11.3
6	055	Guides--Non Classroom (For Support Staff)	7/79	15,497	9.9
7	070	Information Analyses/State-of-the-Art Reports	9/74	12,750	8.1
8	142	Evaluative/Feasibility Reports	7/79	12,179	7.7
9	160	Tests, Measurement Instruments, Questionnaires	9/74	8,139	5.2
10	051	Instructional Materials (For Learner)	7/79	7,089	4.5
11	110	Numerical/Quantitative Data	9/74	6,449	4.1
12	131	Bibliographies	9/74	4,966	3.2
13	021	Conference Proceedings	9/74	4,448	2.8
14	090	Legal/Legislative/Regulatory Materials	9/74	4,126	2.6
15	022	Serials/Periodicals	7/79	3,825	2.4
16	010	Books	9/74	3,410	2.2
17	140	Reports--General	7/79	2,586	1.6
18	071	ERIC Information Analysis Products	6/80	2,536	1.6
19	020	Collected Works	7/79	2,100	1.3
20	132	Directories/Catalogs	9/74	2,046	1.3
21	060	Historical Materials	9/74	1,728	1.1
22	050	Guides--General	9/74	1,621	1.0
23	080	Journal Articles	9/74	1,266	.8
24	043	Practicum Papers	7/79	844	.5
25	042	Masters Theses	7/79	806	.5
26	073	ERIC Digests (Full Text)	10/88	698	.4
27	130	Reference Materials--General	7/79	625	.4
28	041	Doctoral Dissertations	7/79	466	.3
29	134	Vocabularies/Classifications	9/74	452	.3
30	171	Multilingual/Bilingual Materials	4/83	239	.15
31	030	Creative Works	7/79	193	.1
32	100	Audiovisual Materials	9/74	173	.1
33	170	Translations	7/79	122	.07
34	072	Book/Product Reviews	10/87	114	.07
35	101	Computer Programs	7/84	99	.06
36	102	Machine-Readable Data Files	10/87	79	.05
37	133	Geographic Materials	9/74	24	.02
		TOTAL USAGES		261,998	

NOTE: Number of RIE Accessions in this Period of Time = 157,204

261,998 / 157,204 = 1.7 PUBTYPES per Accession

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(1992)

Year	Issue	Clearinghouse Shipment Dates (Fridays)	Last Day to Receive Priority (and processed) Input	Delivery Dates		Notes
				Documents to EDRS	Tape to CERIC	
92	JAN	Oct91 4, 11, 18, 25	---	Dec 26 (Actual)	Dec 27 (Actual)	
	FEB	Nov91 1, 8, 15, 22	---	Jan 27-28	Jan 28-30	No shipment Thanksgiving Week (November 29)
	MAR	Dec91 6, 13, 20 Jan92 3	Feb 5	Feb 25-27	Feb 26-28	No shipment Christmas Week (December 27)
	APR	Jan92 10, 17, 24, 31	Mar 5	Mar 25-27	Mar 27-30	
	MAY	Feb92 6, 13, 20, 27	Apr 6	Apr 24-27	Apr 27-29	
	JUN	Mar92 6, 13, 20, 27	May 5	May 22-25	May 25-27	
	JUL	Apr92 3, 10, 17, 24	Jun 5	Jun 22-24	Jun 24-26	
	AUG	May92 1, 8, 15, 22, 29	Jul 6	Jul 22-24	Jul 24-27	5 week issue
	SEP	Jun92 5, 12, 19, 26	Aug 5	Aug 19-21	Aug 21-25	
	OCT	Jul92 3, 10, 17, 24, 31	Sep 4	Sep 17-21	Sep 21-23	5 week issue
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(more)

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ANNOUNCEMENTS

Here's to the Classic Files!

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DIALOG has come a long way since those pioneering days 20 years ago when online was new. As we celebrate our twentieth anniversary this year, we want to take this opportunity to highlight the databases that have been with us from the start. These old-timers are among our biggest and best-known databases, and they've played an important role in our longevity and success. Chances are you use one of these every time you log on to do a search. Because of their importance, their enduring quality, and their tried-and-true value, we consider them DIALOG "classic" files.

The Classic Files and How They Grew

The first DIALOG file was ERIC—(File 1), containing the complete file of educational materials collected by the Educational Resources Information Center of the U.S. Department of Education. ERIC is the primary research resource for professional educators. Since its debut on the DIALOG system in 1972, ERIC has grown to include just under a million records.

Also available in Dialog's first year was another U.S. government database, **NTIS (File 6).** Produced by the U.S. Department of Commerce's National Technical Information Service to report the results of government-funded research and development, NTIS remains today one of the core databases in the DIALOG sci-tech collection, with more than 1.6 million items contributed by more than 200 U.S. federal agencies.

In the following year, 1973, Dialog added several more files that have ultimately become classics. The American Psychological Association provided the PSYCHOLOGICAL ABSTRACTS database (later renamed **PsycINFO,® File 11**), which offers comprehensive coverage of the international literature of psychology and related social sciences. PsycINFO now contains more than 800,000 records. Also in 1973, we added another government-produced database, CAIN (later renamed **AGRICOLA, File 10**), from the National Agricultural Library. Initially containing just 200,000 records, CAIN/AGRICOLA has grown to include almost three million records indexing the worldwide literature of agriculture and related subjects.

More sci-tech coverage was added in the fall of 1973 when we loaded Science Abstracts, or **INSPEC**, from the Institution of Electrical Engineers (IEE). Today INSPEC (originally Files 12 and 13, now **Files 2, 3, and 4**) contains more than four million records, providing exhaustive coverage in the areas of physics, electronics, and computing.

Also at that same time, we added the first DIALOG business database, Abstracted Business Information, or ABI **(File 15,** now called **ABI/INFORM®).** From 12,000 abstracts taken from business and financial journals, ABI/INFORM has grown to include almost 600,000 records covering all phases of business management and administration. The file now also includes the full text of hundreds of articles.

The following year, we announced the availability of our first database from Predicasts, a file called Chemical Market Abstracts (CMA) **(File 16).** CMA contained 30,000 abstracts from the worldwide literature of chemical products marketing. A second database, Electronic Market Abstracts (EMA), was soon added to File 16. CMA-EMA was the early incarnation of today's **PTS PROMT,™** which now contains nearly three million records providing international coverage of companies, products, markets, and applied technologies for all industries. Like ABI/INFORM, this classic file now offers full text for a number of leading sources.

Also early in 1974, we again expanded our sci-tech coverage with the addition of COMPuterized ENgineering inDEX, or COMPENDEX, from (Ei) Engineering Index Inc. Today's **COMPENDEX® PLUS™ (File 8)** contains almost three million abstract records covering every aspect of engineering.

Another historic milestone came in the spring of 1974 with the addition of the American Chemical Society's CA Condensates database (originally File 3), which later became **CA SEARCH® (Files 308-312, 399).** This was a big database even then (with 800,000 index records), and today's CA SEARCH contains more than 10 million citations to the international literature of chemistry.

Two databases from the Institute for Scientific Information (ISI®) are also classic files from this early era. Our social science coverage was greatly expanded in the summer of 1974 with the addition of ISI's Social Science Citation Index (later renamed **SOCIAL SCISEARCH,® File 7**). The following year, we also loaded its science counterpart, **SCISEARCH®** (now **Files 34 and 434**). Both offer ISI's unique and important capability of cited reference searching. Their extremely broad, multidisciplinary coverage is reflected in their size: SOCIAL SCISEARCH currently contains almost three million records, while SCISEARCH will have more than 11 million items by the end of 1992.

The life sciences area was the next to be targeted with the mid-1975 addition of **BIOSIS PREVIEWS® (File 5).** Produced by the BioSciences Information Service, BIOSIS was described in our original announcement as embracing the entire field of the life sciences, "from aerospace biology through zoology." From its initial size of about 850,000 records, BIOSIS has grown to just about eight million, and is widely recognized as the most comprehensive database covering the worldwide biological research literature.

Also added in 1975 was the first in our important collection of patent databases. From IFI/Plenum, the file was called **CLAIMS™** (for "Class Code, Assignee, Index Method Search"). This original CLAIMS file covered 350,000 U.S. chemical patents. Later that same year, 55,000 general, electrical, and mechanical patents were added. Today's version of the file, **CLAIMS™/U.S. PATENT ABSTRACTS (Files 23, 24, 25, 125, 340),** contains over two million records.

Science, social science, business, engineering, patents — these areas represent the foundation built in Dialog's early years, and one that remains solid today. As DIALOG continues to grow in new directions, you can be assured that we will continue to strengthen these essential areas upon which DIALOG was built. □

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DIALOG

July 24, 1992

Mr. Ted Brandhorst
ERIC Processing and Reference Facility
1301 Piccard Drive
Suite 300
Rockville, MD 20850-4305

Dear Mr. Brandhorst:

We are pleased to announce that a gateway service developed by Advanced Research Technologies, Inc. (ART) is now available to a wide variety of end-users. ART will be working with Dialog to build system interfaces to focus Dialog's penetration into the end-user markets.

ART's mission is to offer information interfaces primarily for professionals in large and small corporate environments who need access to factual data and news in formats geared to the requirements of their specific industries. ART's secondary market consists of small business, consumer, and educational markets who have a broad array of information needs, but limited access to large collections of data.

For interface solutions, ART provides these markets the ARTIST Gateway technology, designed to lessen any perceived barriers to on-line searching, including the need to know and remain familiar with Dialog's command language and databases. Collectively, these markets represent a very large number of customers and searches. ART's focus is on providing access to a broad array of relevant databases to their area of interest in a menu-driven environment.

We are excited about the new growth and revenue possibilities, and we are sure you feel the same. If you have any questions about ART or about their service, please contact me or Lydia Dehn, Manager, Third-Party Marketing, at (415) 858-3789. The list of Dialog databases available through ART is attached.

Sincerely,

Eireann Carroll

Eireann Carroll
Account Manager

ENCL: ART/Dialog database list

REMARKETERS FOR ADVANCED RESEARCH TECHNOLOGY (ART)

CURRENT REMARKETERS

Company	Products
GEnie	Bookshelf, NewsStand, Reference Center
Bell Atlantic	Business Research Library (divided into four sections) • Business Research • NewsStand • Government Information • General Reference
U.S. Videotel	Bookshelf, NewsStand, Reference Center

PRODUCT CONTENTS

NewsStand

- Atlanta Journal
- Boston Globe
- Chicago Tribune
- Houston Post
- Los Angeles Times
- Magazines (file #647)
- Miami Herald
- New York Newsday
- Newsletters (file #636)
- Philadelphia Inquirer
- Rocky Mountain News
- San Francisco Chronicle
- Seattle Times
- UPI Newswire
- Washington Post

Reference Center

- Agriculture ..... CAB Abstracts
- Art ..... ART Modern
- Biology ..... BIOSIS
- Business Directory ..... EYP
- Business Management ..... Management Contents
- Computers ..... Computer Database
- Education ..... ERIC
- Encyclopedia ..... Everyman's Encyclopedia
- Engineering ..... Compendex
- History: American ..... EnviroLine
- History: World ..... American History & Life
- Industry News ..... PTS PROMT
- Mathematics ..... MathSci
- Medicine ..... Medline
- Newspapers ..... Los Angeles Times
- Philosophy ..... Philosopher's Index
- Physics ..... SPIN
- Popular Magazines ..... Magazine ASAP
- Psychology ..... PsycInfo
- Sociology ..... Sociology Abstracts

Business Research Library

NewsStand
See above

Reference Center
See above

United States Government Center

- Bureau of National Affairs Daily News
- Congressional Reports Guide
- Federal Register
- Federal Research in Progress
- Government-Sponsored Research
- Trade Newsletters
- Washington Post

Business Center:

- Boston Globe ..... Boston Globe
- Chicago Tribune ..... Chicago Tribune
- Corporate Ownership/Affiliations ..... Corporate Affiliations
- D&B Business Directory ..... D&B Business Directory
- Employee Benefits News ... Employee Benefits InfoSource
- Financial Times ..... Financial Time Fulltext
- Industry News ..... PTS PROMT
- Industry Newsletters ..... PTS Newsletters
- Los Angeles Times ..... Los Angeles Times
- Management Studies ..... Management Contents
- Marketing/Advertising News ..... PTS MARS
- Moody's Corporate News ..... Moody's Corporate News
- S&P Daily News ..... S&P Daily News

DIALOG
Information Services, Inc

June 15, 1992

Mr. Ted Brandhorst
ERIC Processing and Reference Facility
1301 Piccard Drive
Suite 300
Rockville, MD 20850-4305

Dear Ted:

I am pleased to be able to announce to you that there has been further development in our new "SitePrints(sm)" technology, first announced to you last summer in our "Prolog". As you may recall, SitePrints(sm) is a new delivery technology which allows users to send search results to a local printer. This allows users to search Dialog more efficiently because they can continue to enter new searches at one PC or terminal, while records are being output elsewhere.

SitePrints(sm) has been heavily requested by our users for some time. It went into production on July 1, 1991, initially for a few high-volume customers with a DialNet direct connection. Since that time, analysis of usage characteristics suggests that average output per session increases with SitePrints(sm). After beta testing of the initial DialNet-based version of SitePrints(sm), a nominal delivery charge of $.25 per page was established. This charge, which is akin to MCI Mail, postage and other value-added delivery charges, is retained by Dialog to cover our costs.

Based on the success of the DialNet based version of SitePrints(sm), Dialog is announcing the forthcoming availability of an expanded version of SitePrints(sm), called "Modem Outdial SitePrints(sm)", at the SLA conference in San Francisco in early June. This new version will make SitePrints(sm) delivery technology available to any Dialog user with a dedicated modem and a dedicated Hewlett-Packard HP III or model III si laser printer.

Modem Outdial SitePrints(sm) is scheduled for general release on September 15, 1992. In the meantime, Dialog will continue to demonstrate the new technology selectively at trade shows, conferences and exhibits, and to collect customer comments and feedback.

Please give me a call if you have any questions on this exciting new delivery technology.

Sincerely,

Eireann Carroll

Account Manager
Information Provider Relations

Duplicate Detection

The Duplicate Detection feature consists of three DIALOG commands that let you remove (RD) and/or identify (ID, IDO) duplicate citations from your OneSearch® search results.

Applications for use of the Duplicate Detection feature include:

- Remove duplicate records using the RD command; in a single file the record most recently added to the database is retained.
- Locate duplicate records between files or within the same file using the ID command.
- Use the ID command to group together duplicate records for later post-processing into a composite citation. This allows you to take advantage of the best of all databases searched.
- Use the ID command to group records together into approximate alphabetical order.
- Use the IDO command to isolate and group together duplicates to check the results of the duplicate detection process.

The duplicate detection feature is most commonly used in bibliographic and full-text databases. Over two-thirds of the databases on DIALOG offer duplicate detection. Files that do not offer the feature include most directory files, statistical files, chemical substance files, and patent files. Enter HELP DUP online for a list of files that **DO NOT** offer the duplicate detection feature. Duplicate detection will be added to all new DIALOG files in which its use is appropriate. Duplicate detection commands are valid while searching two or more files using OneSearch® and for detecting duplicates while searching within an individual file.

The three simple commands are:

RD	Remove Duplicates
ID	Identify Duplicates
IDO	Identify Duplicates Only

Each of these duplicate detection commands is discussed in the following sections; tips and techniques for using this feature are also provided.

REMOVE DUPLICATES command

Abbreviation: RD command
Format: RD Sn
RD Sn FROM <file no.>,<file no.>,etc.

The most frequently used duplicate detection command is the REMOVE DUPLICATES (RD) command. The format of the command is:

RD Sn (where Sn is the set from which duplicates are to be removed)

An example of the RD command is shown on the next page.

The RD command creates a set of unique records in which only one copy from each set of duplicate citations is retained. Once duplicate records are identified, records are then chosen for retention based on the order in which files were entered in the BEGIN command. Duplicates can be removed from a single file as well as from multiple files. For example, if the following BEGIN command is entered:

BEGIN 154,72

records from File 154, MEDLINE®, are given priority for retention over records from File 72, EMBASE. You can change the order of priority with the SET FILES command, see page 9 for more details.

Records in the RD set are arranged in accession number order. If the records are from a OneSearch session, the records from the first file in the BEGIN are displayed first.

Sort Records
Although the sort command does not currently work with OneSearch results, you can use the ID command to sort the results by title (initial articles are ignored). Simply apply the ID command to the results from the unique items set, as shown on the next page.

FROM Option
The RD command can be used with the FROM option to remove duplicates FROM specific files, e.g., RD S4 FROM 154,5.

When you apply the RD command to a search that includes one or more files that do not offer duplicate detection, a system warning message will notify you of these files. The system then proceeds to process the remaining files that do offer duplicate detection. All records from the unsupported files are retained and included in the RD set. To display a list of files online that **do not** support duplicate detection, enter HELP DUP.

```
? begin 154,72

SYSTEM:OS  - DIALOG OneSearch
    File 154:MEDLINE _ 85-91/AUG (9108W4)
    File  72:EMBASE (EXCERPTA MEDICA)_82-91/ISS26
             (COPR. ESP BV/EM 1990)

      Set  Items  Description
      ---  -----  -----------
? select aspirin and headache?
          11748  ASPIRIN
          14064  HEADACHE?
      S1    190  ASPIRIN AND HEADACHE?

? display sets from each                    to distinguish postings
                                            from individual files

Set   File    Items   Description
      154        50
       72       140
S1              190   ASPIRIN AND HEADACHE?

? set files 72                              changes order of duplicate retention-
                                            does not affect display order
New file order: 72, 154

? rd s1
...examined 50 records  (50)
...examined 50 records  (100)
...examined 50 records  (150)
...completed examining records
      S2     172  RD S1 (unique items)

? id                                        to sort set S2 in approximate
                                            alphabetical order by title
...examined 50 records  (50)
...examined 50 records  (100)
...examined 50 records  (150)
...completed examining records
      S3     172  ID (sorted in duplicate order)

? type s3/6/1-10 noheader                   Use noheader to easily scan titles

7247257   EMBASE No: 88247129
  Additional molsidomine in refractory unstable angina pectoris
6428954   EMBASE No: 87165661
 Adverse and beneficial effects of immediate treatment of Group
 A beta-hemolytic streptococcal pharyngitis with penicillin
5900189   EMBASE No: 85145699
  Amphotericin - how safe and effective?
6313563   EMBASE No: 87050216
  Amaurosis fugax under the age of 40 years
06917218   89219218
  Analgesic use and chronic renal disease [see comments]
06131600   87105600
 Analgesic activity of propyphenazone in patients with pain
 following oral surgery.
6275848   EMBASE No: 87012473
 The analgesic efficacy of suprofen in periodontal and oral
 surgical pain
6275840   EMBASE No: 87012465
 Analgesic   effect   of   naproxen   sodium,   codeine,   a
 naproxen-codeine combination and aspirin on the postoperative
 pain of oral surgery
06082140   87056140
 Analgesic nephropathy: an underestimated cause of end-stage
 renal disease.
7643337   EMBASE No: 90073762
 Analgesic and antiinflammatory effects of glucamethacin (a
 nonsteroidal antiinflammatory analgesic)  after  the removal of
 impacted third molars
```

```
? begin 47,148

SYSTEM:OS  - DIALOG OneSearch
    File  47:MAGAZINE INDEX_1959-MARCH 1970,1973-91/JUN
             (COPR. 1991 IAC)
    File 148:TRADE AND INDUSTRY INDEX_81-91/JUN
             (COPR. 1991 IAC)

      Set  Items  Description
      ---  -----  -----------
? select amazon(s)rain(w)forest
            747  AMAZON
           5772  RAIN
          12063  FOREST
      S1      66  AMAZON(S)RAIN()FOREST

? id
...examined 50 records  (50)
...completed examining records
      S2      66  ID (sorted in duplicate order)
? type s2/6/1-66

  2/6/1     (Item 1 from file: 47)
07647967  DIALOG File 47: MAGAZINE INDEX
 Amazon ablaze. (burning of the rain forest)

  2/6/2     (Item 2 from file: 148)
07647967  DIALOG File 148: TRADE & INDUSTRY INDEX
 Amazon ablaze. (burning of the rain forest)

  2/6/3     (Item 3 from file: 47)
02823527  DIALOG File 47: MAGAZINE INDEX
 Amazon jungle: green hell to red desert? (book reviews)

  2/6/4     (Item 4 from file: 47)
03592727  DIALOG  File  47:  MAGAZINE INDEX  *Use Format 9 for
FULL TEXT*
 Amazon rain-forest fires.

  2/6/5     (Item 5 from file: 47)
01097451  DIALOG File 47: MAGAZINE INDEX
 Amazon rain forest: a place of mystery.
     .
     .
     .
  2/6/11     (Item 11 from file: 47)
09162896  DIALOG  File  47:  MAGAZINE INDEX  *Use Format 9 for
FULL TEXT*
 The Burning Season: The Murder of Chico Mendes and the Fight for
    the Amazon Rain Forest. (book reviews)

  2/6/12     (Item 12 from file: 148)
09162896  DIALOG File 148: TRADE & INDUSTRY INDEX
          *Use Format 9 for FULL TEXT*
 The  Burning Season: The Murder of Chico Mendes and the Fight for
   the Amazon Rain Forest. (book reviews)

  2/6/13     (Item 13 from file: 47)
09314027  DIALOG File 47: MAGAZINE INDEX
 The Burning Season: the Murder of Chico Mendes and the Fight for
    the Amazon Rain Forest. (book reviews)

  2/6/14     (Item 14 from file: 148)
09170891  DIALOG File 148: TRADE & INDUSTRY INDEX
 The  Burning Season: The Murder of Chico Mendes and the Fight for
    The Amazon Rain Forest. (book reviews)
```

IDENTIFY DUPLICATES ONLY command

Abbreviation: IDO
Format: IDO Sn
IDO Sn FROM <file no.>,< file no.>,etc.

The IDENTIFY DUPLICATES ONLY (IDO) command creates a set that contains only the records that are identified as duplicates and sorts the records in such a way that all of the duplicate records are grouped together.

The format of the IDO command is:

IDO Sn (where Sn is the set number from which duplicates are to be grouped together)

The example on the next page shows the use of the IDO command to review records that have been identified as duplicates.

Check Detection Process
You can use the IDO command to check the results of the duplicate detection process. If you are ever concerned that the REMOVE DUPLICATES command may inadvertently remove unique records, use the IDO command to scan the records that are identified as duplicates. In a few instances, you may find that newspaper columns or series of articles consistently published under the same title are identified as duplicates even though the articles are not exactly the same.

FROM Option
You can also use the IDO command with the FROM option to identify duplicates FROM a particular file(s), e.g., IDO S2 FROM 6,8.

When you apply the IDO command to a search that includes one or more files that do not offer duplicate detection, a system message will notify you that the feature is not available. The system then proceeds to process the remaining files. Records from unsupported files will not be retained in the IDO set. To display a list of files online that **do not** support duplicate detection, enter HELP DUP.

IDENTIFY DUPLICATES command

Abbreviation: ID
Format: ID Sn
ID Sn FROM <file no.>x<file no.>,etc.

The IDENTIFY DUPLICATES (ID) command creates a sorted set of records in which duplicate records are grouped together in approximate alphabetical order. The format of the command is:

ID Sn (where Sn is the set to be sorted)

The ID command allows you to easily identify duplicate citations, while still retaining all of the records retrieved by your search. The command creates a set of records that has been approximately sorted by title (some variations to strict alphabetical order occur because duplicate detection takes into consideration alternate spellings, minor variations in titles, and leading articles such as "the" and "an").

Scan Titles for Duplicates
The ID command does not remove records from your search results; it is used to create a set of alphabetically arranged records (by title), with the duplicate records grouped together. The example on the next page shows the use of the ID command; the records are TYPEd online in Format 6 to provide an easy-to-scan list of titles that have been rearranged alphabetically by the ID command. By displaying the ID set, you can decide which records to retain. The REMOVE DUPLICATE command (see page 2) automatically eliminates duplicate records based on the file order specified in the BEGIN command.

SET FILES Command
The order in which records are sorted when the ID command is invoked is dependent on the file order in the last BEGIN command. Use the SET FILES command to change the order in which records are sorted in the ID set (refer to page 9) before using the ID command.

Sorting Records
Although the sort command does not currently work with OneSearch results, you can use the ID command to sort the results by title (initial articles are ignored) in approximate alphabetical order. Simply apply the ID command to the results from the unique items set, as shown on the next page.

Post-Processing Application
Users who typically post-process search results (e.g., formatting them into customized bibliographies with word-processing software) can use the ID command to gather together the duplicate records combining them later into a single record that includes the best feature(s) from each record, such as various editions of a book.

FROM Option
You can also use the ID command with the FROM option to group together duplicates from a particular file(s), e.g., ID S3 FROM 47 or ID S3 FROM 47,148.

When you apply the ID command to a search that includes one or more files that does not offer duplicate detection, a system warning message will notify you that the feature is not available for those files. The system then proceeds to process the remaining files that do offer duplicate detection. Records from unsupported files will be retained in the ID set, but will be sorted to the bottom of the set. To display a list of files online that **do not** support duplicate detection, enter HELP DUP.

```
? begin 1,11

SYSTEM:OS - DIALOG OneSearch
    File   1:ERIC _ 66-91/JUN.
    File  11:PSYCINFO _ 67-91/AUG
             (COPR. AM. PSYCH. ASSOC.)

      Set  Items  Description
      ---  -----  -----------
? select separation(w)anxiety and therapy
           8549  SEPARATION
          34266  ANXIETY
            817  SEPARATION(W)ANXIETY
          71494  THERAPY
       S1   103  SEPARATION(W)ANXIETY AND THERAPY

? ido s1
...examined 50 records  (50)
...examined 50 records  (100)
...completed examining records
       S2     8  IDO S2 (duplicates only)

? type s2/6/all

  2/6/1     (Item 1 from file: 11)
00640465          75-24156
  Bowling out fears: Test victory for double description.

  2/6/2     (Item 2 from file: 11)
00597936          74-28875
  Bowling out fears: Test victory for double description.

  2/6/3     (Item 3 from file: 11)
00399558          68-06204
 Effects of three play conditions on separation anxiety in young
 children.

  2/6/4     (Item 4 from file: 1)
EJ269613   CG523261
 Effects of Three Play Conditions on Separation Anxiety in Young
 Children.

  2/6/5     (Item 5 from file: 11)
00437191          70-06172
  Intergenerational separation anxiety in family therapy.

  2/6/6     (Item 6 from file: 11)
00307626          63-03724
  Intergenerational separation anxiety in family therapy.

  2/6/7     (Item 7 from file: 11)
00507381          72-15209
 The termination phase in group therapy: Implications for
 geriatric groups.

  2/6/8     (Item 8 from file: 1)
EJ311157   CG527615
 The Termination Phase in Group Therapy: Implications for
 Geriatric Groups.
```

Using SET FILES to Rearrange File Order

Command featured: SET FILES <file no.>,<file no.>,etc.

The REMOVE DUPLICATES (RD) command keeps unique records that are in order based on the last BEGIN command. The SET FILES command provides you with the option of changing that order without losing your existing sets. The format of the SET FILES command is shown above.

Changing Order

The SET FILES command is used to change the file order from which duplicates are removed. For example, if you initially entered BEGIN 47,148,149, duplicate records from File 47 (MAGAZINE INDEX™) would be retained and those from File 148 (TRADE & INDUSTRY INDEX™), and File 149 (HEALTH PERIODICALS DATABASE™) would be removed. If you would prefer to retain File 149 records in the case of duplicates, enter the command SET FILES 149 to make File 149 the preferred file for record retention.

The example on the next page shows the use of the SET FILES command before the RD command is entered to change the file order. A TYPE command is then entered to display the unique records.

Using the SHOW FILES Command

The SHOW FILES command is used to review the file order that is currently in effect. An example of the SHOW FILES command is given on the next page.

Refer to Chapter 8 of *Searching DIALOG: The Complete Guide* for more details on the SHOW FILES command.

```
? show files
File  47:MAGAZINE INDEX_1959-MARCH 1970,1973-91/AUG
       (COPR. 1991 IAC)
File 148:TRADE AND INDUSTRY INDEX_81-91/AUG
       (COPR. 1991 IAC)
File 149:HEALTH PERIODICALS DATABASE_1976-91/WEEK 33
       (COPR. IAC 1991)

? display sets from each

Set    File     Items   Description
        47        91
       148        89
       149      1433
S1              1613   PREGNANCY AND (LABOR OR EMPLOYMENT OR JOB -
                       OR WORK()PLACE)
        47        12
       148        13
       149       208
S2               233   S1 AND PY=1991

? set files 149                          changes order of duplicate retention-
                                         does not affect display order
New file order: 149, 47, 148

? rd s2
...examined 50 records  (50)
...examined 50 records  (100)
...examined 50 records  (150)
...examined 50 records  (200)
...completed examining records
      S3     217  RD S2 (unique items)

? type s3/6/1-3 from each                displays records from each file to
                                         check for relevant retrieval
  3/6/1     (Item 1 from file: 47)
10989713  DIALOG File 47: MAGAZINE INDEX
 Pregnancy discrimination: it's illegal - and widespread.

  3/6/2     (Item 2 from file: 47)
10807517  DIALOG File 47: MAGAZINE INDEX   *Use Format 9 for
FULL TEXT*
 Emotional aid delivers labor-saving results. (emotional support
    reduces rates of pregnancy complications)

  3/6/3     (Item 1 from file: 148)
11072596  DIALOG File 148: TRADE & INDUSTRY INDEX
 What you should know about pregnancy and the law.

  3/6/4     (Item 2 from file: 148)
 11046343  Dialog File 148: TRADE & INDUSTRY INDEX
  Settlement in pregnancy bias suit ends 20-year case. (Mildred
    Leisure and Western Electric Co.)
```


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Tips and Techniques

How the Feature Works

The duplicate detection feature has been extensively tested and has shown a success rate exceeding 90 percent. Occasionally, duplicates are not correctly identified due to the differences in the way database producers treat record titles, or because an author has published two documents under the same title. Although this situation occurs infrequently, you have the option of using the IDO command to scan only the duplicate records if you are concerned that a record may have been incorrectly identified.

The duplicate detection feature is precise enough to recognize that the parts of a two-part document are not duplicates, despite the fact that their titles differ primarily by a part number. Likewise, the duplicate detection feature takes into account minor variations in spelling, punctuation, and leading articles, and identifies these records as duplicates if appropriate (see the next page for an example). If the command does err, it errs on the side of retaining a duplicate rather than removing it.

Duplicate detection works best in databases that contain complete bibliographic citations. However, duplicate detection is also available in a number of databases that offer only partial bibliographic information (a complete citation typically includes title, author name, and source information). When multiple databases are searched and one or more of the databases do not offer complete citations, the RD command will fail to identify the incomplete records as duplicates. In this case, use the ID command to arrange your final set in approximate alphabetical order by title.

Other Uses of the Duplicate Detection Feature

Although duplicate detection commands are commonly used to identify and eliminate duplicates among two or more files, the feature can also be used to locate duplicates within the same file. For example, a scientific paper may be published both as a conference paper and then later as a journal article. If you use the RD command to remove duplicates, the record most recently added to the database will be retained. In most cases this will be the journal article rather than the conference paper (an advantage since it is typically easier to locate the complete text of a journal article). If you are concerned about which entry is the most current, you can use the IDO command to isolate the duplicates, and then check the publication dates before using the RD command (see the next page for an example.)

Pricing

Since the duplicate detection process uses and generates normal DIALOG sets, only connect-time charges are incurred. The processing time required for duplicate detection is divided among all the databases involved in the search in the same way that OneSearch connect time charges are currently distributed. Records TYPEd, DISPLAYed, or PRINTed are charged at the usual rate for the database.

- Using the IDO command to check that records are truly duplicates.

```
? show files
File  16:PTS PROMT_- 72-91/July 23
         (Copr. 1991 Predicasts)
File 148:TRADE AND INDUSTRY INDEX_81-91/JUL
         (COPR. 1991 IAC)

? select product? and marketing
         1560608  PRODUCT?
          442859  MARKETING
      S1  168020  PRODUCT? AND MARKETING

? s biotechnolog? and marketing(3n)development
           19410  BIOTECHNOLOG?
          442859  MARKETING
          750223  DEVELOPMENT
            8321  MARKETING(3N)DEVELOPMENT
      S2     136  BIOTECHNOLOG? AND MARKETING(3N)DEVELOPMENT

? ido s2
...examined 50 records  (50)
...examined 50 records  (100)
...completed examining records
      S3       4  IDO S5 (duplicates only)

? type s3/3/all

  3/3/1     (Item 1 from file: 16)
02231356
 California Biotechnology - Product Design & Development

Annual Report   1988   p. 0

  3/3/2     (Item 2 from file: 16)
01654213
 California Biotechnology - Product Design & Development.

ANNUAL REPORT   1986   p. 01

  3/3/3     (Item 3 from file: 148)
10420766  DIALOG File 148: TRADE & INDUSTRY INDEX
          *Use Format 9 for FULL TEXT*
 CALGENE,  NOVAMONT ENTER JOINT PRODUCT DEVELOPMENT, MARKETING
AGREEMENT
 PR Newswire 0306P7977 March 6, 1991
 SOURCE FILE: NW File 649
 AVAILABILITY: FULL TEXT Online LINE COUNT: 00032

  3/3/4     (Item 4 from file: 148)
10419694  DIALOG File 148: TRADE & INDUSTRY INDEX
          *Use Format 9 for FULL TEXT*
 CALGENE INC., NOVAMONT ENTER JOINT PRODUCT DEVELOPMENT, MARKETING
   AGREEMENT
 PR Newswire 0306P7977 March 6, 1991
 SOURCE FILE: NW File 649
 AVAILABILITY: FULL TEXT Online  LINE COUNT: 00032
```

- Use the ID command to arrange duplicates alphabetically by title.

```
? begin 154,72

SYSTEM:OS  - DIALOG OneSearch
    File 154:MEDLINE _ 85-91/SEP (9109W2)
    File  72:EMBASE (EXCERPTA MEDICA)_85-91/ISS29
             (COPR. ESP BV/EM 1990)

      Set  Items  Description
      ---  -----  -----------
? select acne and treatment
           2951  ACNE
         574620  TREATMENT
      S1    1241  ACNE AND TREATMENT
? s s1 and py=1991
           1241  S1
         202688  PY=1991
      S2     40  S1 AND PY=1991
? id
...completed examining records
      S3     40  ID (sorted in duplicate order)
? type s3/6/all

  3/6/1     (Item 1 from file: 154)
07666040   91185040
 [Acne inversa. Diagnosis and therapy]
  Acne inversa. Diagnose und Therapie.

  3/6/2     (Item 2 from file: 72)
8062047   EMBASE No: 91091961
  Acne inversa. Diagnosis and treatment

  3/6/3     (Item 3 from file: 72)
8130549   EMBASE No: 91159276
 Acne:  Overview of the different treatment modalities and the
 modes of action
  ACNE: BELEID BIJ DE BEHANDELING; EEN OVERZICHT VAN DE MOGELIJKHEDEN

  3/6/4     (Item 4 from file: 72)
8150127   EMBASE No: 91175072
 Azelaic acid. A review of its pharmacological properties and
 therapeutic efficacy in acne and hyperpigmentary skin disorders
     .
     .
     .
  3/6/36     (Item 36 from file: 154)
07665465   91184465
 Treatment of hirsutism by an association of oral cyproterone
 acetate and transdermal 17 beta-estradiol.

  3/6/37     (Item 37 from file: 72)
8108214   EMBASE No: 91134657
 Treatment of hirsutism by an association of oral cyproterone
 acetate and transdermal 17beta-estradiol

  3/6/38     (Item 38 from file: 72)
8096535   EMBASE No: 91125904
  Treatment of endometriosis with nafarelin

  3/6/39     (Item 39 from file: 72)
8060822   EMBASE No: 91089105
  Treatment of teenage acne

  3/6/40     (Item 40 from file: 72)
8143973   EMBASE No: 91173375
 An unusual form of acne conglobata (acne triade) and its
 surgical treatment
  EINE IN UNGEWOHNLICHER FORM ERSCHEINENDE ACNE CONGLOBATA BZW.
AKNE-TRIADE UND IHRE CHIRURGISCHE BEHANDLUNG
```

- The ID command cannot distinguish entries that have the same title, such as a newspaper column that is always written under the same name.

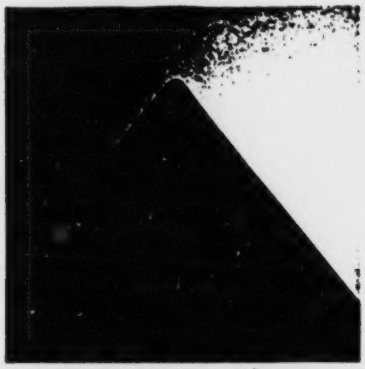
```
? begin 640

File 640:SAN FRANCISCO CHRONICLE_1988 - 20 Jul 1991
         (c) 1991 Chronicle Publ Co

      Set  Items  Description
      ---  -----  -----------

? select au=greenberg and stocks
             892  AU=GREENBERG
            5397  STOCKS
      S1     805  AU=GREENBERG AND STOCKS

? s s1 and pd=9107?
             805  S1
            3114  PD=9107?
      S2      14  S1 AND PD=9107?

? id s2
...completed examining records
      S3      14  ID S2 (sorted in duplicate order)

? type s3/3/all

  3/3/1
06202138
 BUSINESS INSIDER
San Francisco Chronicle (SF) - SATURDAY July 20, 1991
By: HERB GREENBERG
Edition: FINAL  Section: BUSINESS  Page: B1
Word Count: 615

  3/3/2
06201021
 BUSINESS INSIDER
San Francisco Chronicle (SF) - FRIDAY July 19, 1991
By: HERB GREENBERG
Edition: FINAL  Section: BUSINESS  Page: C1
Word Count: 606

  3/3/3
06200064
 BUSINESS INSIDER
San Francisco Chronicle (SF) - THURSDAY July 18, 1991
By: HERB GREENBERG
Edition: FINAL  Section: BUSINESS  Page: C1
Word Count: 606
    .
    .
    .
```

- Use the NOHEADER option to scan titles; duplicates are listed in alphabetical order by title.

```
? begin 1,11

SYSTEM:OS  - DIALOG OneSearch
    File   1:ERIC _ 66-91/JUN.
    File  11:PSYCINFO _ 67-91/AUG
             (COPR. AM. PSYCH. ASSOC.)

      Set  Items  Description
      ---  -----  -----------
? select (dance or music or play) and therapy
           2146  DANCE
          12574  MUSIC
          22398  PLAY
          71494  THERAPY
      S1   2858  (DANCE OR MUSIC OR PLAY) AND THERAPY
? s s1 and (autism or autistic)
           2858  S1
           3666  AUTISM
           3957  AUTISTIC
      S2    116  S1 AND (AUTISM OR AUTISTIC)
? id s2
...examined 50 records  (50)
...examined 50 records  (100)
...completed examining records
      S3    116  ID S2 (sorted in duplicate order)
? type s3/6/all noheader

00800274           78-19073
 Analyses of responses of mentally retarded autistic and
 mentally retarded nonautistic children to art therapy and music
 therapy.
00487514           22-52953
 Analyses of responses of mentally retarded autistic and
 mentally retarded non-autistic children to art therapy and music
 therapy. 00481143           71-29577
 Animazione in gruppo di schizofrenici regrediti. / Animation in
 a group of regressed schizophrenics.
    .
    .
    .
EJ360879   EC200611
 A Sensory-Integrative Approach to the Education of the
00555390           73-25217
  Sensory reinforcement with autistic children.
ED035113   EC003645
 The Speech Behavior and Language Comprehension of Autistic
 Children. A Report of Research.
00350634           65-10913
  Suppression of self-stimulation: Three alternative strategies.
EJ319922   EC172894
  The Symbolic and Object Play of Children with Autism: A Review.
0052038            72-28284
  The symbolic and object play of children with autism: A review.
EJ273841   UD509602
  Symbolic Play in the Treatment of Autism in Children.
00247464           59-01182
  Systematic observation of play behavior in autistic children.
    .
    .
```


BEST COPY AVAILABLE

July, 1992



DIALOG OnDisc®

Dear DIALOG OnDisc® Subscriber:

GOOD NEWS! We have reconfigured DIALOG OnDisc ERIC. The Complete version is now on 2 discs and still contains information from 1966 to the present. The Current version is on 1 disc and contains information from 1983 to the present. We apologize for any problems we have caused you with the disc configuration on the January through March 1992 update.

In order to reconfigure the product, we found it necessary to eliminate three years from the Current version. At the same time, we decided to lower the price. Effective on your next renewal, the price will be **$645.**

If you are a subscriber to the **Complete (1966-present)** version of DIALOG OnDisc ERIC, the following discs are enclosed:

- 1966-1982
- 1983-June 1992

- Please return the 1966-1979 and 1980-1991 discs in the enclosed mailer.

If you are a subscriber to the **Current (1983-present)** version of DIALOG OnDisc ERIC, the following disc is enclosed:

- 1983-June 1992

- Please return the 1980-1991 disc in the enclosed mailer

Please destroy the DIALOG OnDisc ERIC January through March 1992 disc by cutting it in half.

Because of the new disc configuration, "Latest OnDisc Records" menu option will only retrieve June 1992 data. However, it will be corrected for the September 1992 update, which will retrieve the most recent three months data.

If you need assistance or have questions about the DIALOG OnDisc ERIC, please call Customer Service at 800-334-2564. For questions, about this shipment, please call Customer Administration at 415-858-4091.

Once again, we apologize for any inconveniences we may have caused you.

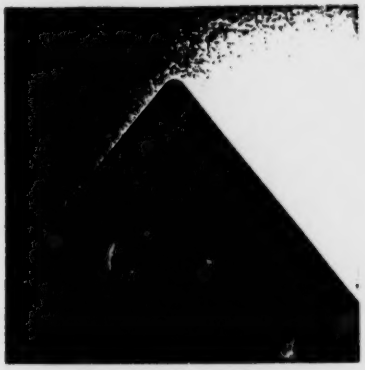
Sincerely,

Bonnie Zelter

Bonnie Zelter
Marketing Manager, CDROM

DIALOG Information Services, Inc. A Knight-Ridder Company 3460 Hillview Avenue • Palo Alto, CA 94304-1396 • 1-800-3-DIALOG (1-800-334-2564) or 415-858-3785

August, 1992



DIALOG OnDisc

Dear DIALOG OnDisc® Subscriber:

This letter is to inform you that two specific problems have been brought to our attention regarding the DIALOG OnDisc ERIC June update. These problems occurred when we redefined the product to provide you with as much information as possible on the current disc. The problems are currently being worked on and will be corrected on the September update. We apologize for any inconvenience this may cause you.

The problems and solutions for searching are:

- Missing records - The discs are missing a number of records associated with the update code, UD=PRAC. You may obtain these older records online in DIALOG File 1 by selecting UD=PRAC.

- Retrieval problem involving the term "TEACHER" - ***This problem affects the 1983-June 1992 disc only.***

  DIALOG Command Search - If you select any descriptor phrase beginning with the term "TEACHER," (e.g. "S TEACHER ATTITUDES"), you will get 0 hits. You can still select "TEACHER" terms by expanding (e.g. "E TEACHER ATTITUDES") and selecting your term from the expand list or by using proximity (e.g. "S TEACHER()ATTITUDES/DE").

  Easy Menu Search - If you type in the term "TEACHER AIDE" from the Word/Phrase Index, it doesn't take you to the correct term. To select the term you typed in, scroll down and select the term desired.

If you need assistance or have questions about DIALOG OnDisc ERIC, please call Customer Service at 800-334-2564.

Sincerely,

Bonnie Zelter

Bonnie Zelter
Marketing Manager, CDROM

DIALOG Information Services, Inc. A Knight-Ridder Company 3460 Hillview Avenue • Palo Alto, CA 94304-1396 • 1-800-3-DIALOG (1-800-334-2564) or 415-858-3785

Received:	from GWUVM. BITNET by GWUVM.GWU.EDU (Mailer R2.08) with BSMTP id 5865; Thu, 13 Aug 92 12: 42:29 EDT
Date:	Thu, 13 Aug 1992 10:53:36 EDT
Reply-To:	"Mike Eisenberg, Syracuse University" <MIKE@SUVM.ACS.SYR.EDU>
Sender:	"Communications and Discussions Internal to the ERIC System: <ERICDIR@SUVM.BITNET>
From:	"Mike Eisenberg, Syracuse University" <MIKE@SUVM.ACS.SYR.EDU>
Subject:	listings
To:	Multiple recipients of list ERICDIR <ERICDIR@SUVM.BITNET>

Hi. There have been a number of requests for the up-to-date list of ERIC userids and subscribers to ERICDIR. Nancy sent directions on how to request a listing. I thought I would contribute to redundancy by sending you all the list as of to day. Please note that users are entered in NODE order. Enjoy....Mike

AS OF TODAY - 8/13/92

* Communications and Discussions Internal to the ERIC System
* Review= Private Subscription= By_owner Send= Private
* Notify= Yes Reply-to= Sender, Respect Files= Yes
* Validate= All commands
* Confidential= Yes Ack= No
* X-tags= Yes Errors-To= Owner
* Service=*
* Default-Options= ShortBSMTP
* Owner= ERIC@SUVM (ERIC userid, owner Mike Eisenberg, 3640, 4549)

rothenbe@ALEXIA.LIS.UIUC.EDU	Dianne Rothenberg
ARHJB@ASUVM.INRE.ASU.EDU	ORYX PRESS
KSTUBBS@BITNIC	Keith Stubbs
PC2@CU.NIH.GOV	Pat Coulter
ORL@CU.NIH.GOV	Bob Thomas
04M@CU.NIH.GOV	Dorothy Myers
QWN@CU.NIH.GOV	Steve Balkcom
V5A@CU.NIH.GOV	Central ERIC
nu_erictm@CUA	Tests CH
LRY2@CUNIXF.CC.COLUMBIA.EDU	Larry Yates
cse_bonner@EMUNIX.EMICH.EDU	Patricia Bonner
ACCERIC@GWUVM	Access ERIC
ASILVER@GWUVM	Andrew Silver
BJTAHERI@GWUVM	Belinda Taheri
BSWANSON@GWUVM	Beverly Swanson
DAGUTIS@GWUVM	Pete Dagutis
EDRS@GWUVM	ERIC Document Reproduction Service
ERICEC@GWUVM	Handicapped & Gifted Children
ERICFAC@GWUVM	ERIC Facility
ERICHE@GWUVM	ERIC Clearinghouse on Higher Education
ERICPS@GWUVM	Teacher Education
JFIFE@GWUVM	Jon Fife
JUDIERIC@GWUVM	Judi Conrad
KDKAPLAN@GWUVM	Kristy Kaplan

LASESKI@GWUVM	Carol Laseki
LDOUDS@GWUVM	Lisa Douds
ABEAN@IUBACS	Andrea Bean
AIEXN@IUBACS	Nola Aiex
BONGIANI@IUBACS	Lauren Gottlieb
CMCGOWEN@IUBACS	Carolyn McGowen
ERICSO@IUBACS	ERIC Clearinghouse on Social Studies
HARDYT@IUBACS	Theresa Hardy
HENSON@IUBACS	Jane Henson
LONDER@IUBACS	Gail Londergan
MACFARL@IUBACS	Ellie Macfarlane
PATRIC@IUBACS	John Patrick
RISINGER@IUBACS	Frederick Risinger
SHBARTLE@IUBACS	Shirley Bartley
SMITH2@IUBACS	Carl Smith
VSCHLENE@IUBACS	Vickie Schlene
dhaury@MAGNUS.ACS.OHIO-STATE.EDU	D. Haury
dpuglisi@MAGNUS.ACS.OHIO-STATE.EDU	D. Puglisi
jray@MAGNUS.ACS.OHIO-STATE.EDU	Jan Ray
jwagner@MAGNUS.ACS.OHIO-STATE.EDU	Judy Wagner
schamber@MAGNUS.ACS.OHIO-STATE.EDU	Steve Chambers
simel@MAGNUS.ACS.OHIO-STATE.EDU	Susan Imel
skerka@MAGNUS.ACS.OHIO-STATE.EDU	Sandra Kerka
ericacve@MAGNUS.ACS.OHIO-STATE.EDU	Adult Career Voc. Ed. CH
eeh3rieMVS.OAC.UCLA.EDU	ERIC Clearinghouse for Junior Colleges
eeh3useMVS.OAC.UCLA.EDU	Diane Hirshberg
GCD@SUVM	Greg Dennis
KVF@SUVM	Kevin Arundel
RSN@SUVM	Robert Stonehill
PPIELE@SUVM	Phil Piele
DELY@SUVM	Don Ely
ERIC@SUVM	ERIC Clearinghouse on Information Resources
JGSMITH@SUVM	June Smith
JKJANIS@SUVM	Jane Janis
JMLSKOW@SUVM	Joan Laskowski
MIKE@SUVM	Michael Eisenberg
NPRESTON@SUVM	Nancy Preston
krobinso@UCS.INDIANA.EDU	Kara Cornwell
oguzerte@UCS.INDIANA.EDU	Yasemin Oguzertem
sensenba@UCS.INDIANA.EDU	Roger Sensebaugh
chris.eldred@UM.CC.UMICH.EDU	Chris Eldred
garry.walz@UM.CC.UMICH.EDU	Garry Walz
jeanne.bleuer@UM.CC.UMICH.EDU	Jeanne Bleuer
charis.eldred@UX1.CSO.UIUC.EDU	Charis Bacheller
ericeece@UX1.CSO.UIUC.EDU	Early Childhood CH
lgke@UX1.CSO.UIUC.EDU	Lilian G. Katz
bradgoin@VMD.CSO.UIUC.EDU	Brad Goins
janie@VMD.CSO.UIUC.EDU	Jane Harbour
jimennis@VMD.CSO.UIUC.EDU	Jim Ennis
normakh@VMD.CSO.UIUC.EDU	Norma Howard
u56d7@WVNVM.WVNET.EDU	Pat Cahape
u56d8@WVNVM.WVNET.EDU	Gary Huang
u56d9@WVNVM.WVNET.EDU	Velma Mitchell
u56e0@WVNVM.WVNET.EDU	Phyllis Stowers

u56e2@WVNVM.WVNET.EDU	Todd Strohmenger
u56e3@WVNVM.WVNET.EDU	Craig Howley
u56E1@WVNVM.WVNET.EDU	Berma Lanham

* Total number of users subscribed to the list: 81
* Total number of local node users on the list: 7

Received:	from SUVM by GWUVM.GWU.EDU (Mailer R2.08) with BSMTP id 8428; Fri, 07 Aug 92 16:09:59 EDT
Received:	by SUVM (Mailer R2.08) id 1587; Fri, 07 Aug 92 16:10:14 LCL
Date:	Fri, 7 Aug 1992 16:10:13 - 400
From:	Revised List Processor (1.7c) <LISTSERV@SUVM.BITNET>
Subject:	Your subscription to list ERICDIR
To:	ERIC Facility <ERICFAC@GWUVM.BITNET>
cc:	"Donald P. Ely" <ERIC@SUVM.BITNET>
X-LSV-ListID:	ERICDIR

Dear networker,

As of Friday, August the 7th of 1992, you have been added to the LISTSERV distribution list ERICDIR (Communications and Discussions Internal to the ERIC System) by "Donald P. Ely" <ERIC@SUVM>.

Note: your distribution options have been defaulted as per the "SET ERICDIR SHORTBSMTP" command.

You may leave the list at any time by sending a "SIGNOFF ERICDIR" command to LISTSERV@SUVM. Please note that this command must NOT be sent to the list address (ERICDIR@SUVM) but to the LISTSERV address (LISTSERV@SUVM).

The amount of acknowledgment you wish to receive from this list upon completion of a mailing operation can be changed by means of a "SET ERICDIR option" command, where "option" may be either "ACK" (mail acknowledgment), "MSGACK" (interactive messages only), or "NOACK".

IMPORTANT: This list is confidential. You should not publicly mention its existence or forward copies of information you have obtained from it to third parties.

Please note that it is presently possible for other people to determine that you are signed up to the list through the use of the "REVIEW" command, which returns the network addresses and names of all the subscribers. If you do not wish your name to be available to others in this fashion, just issue a "SET ERICDIR CONCEAL" command.

More information on LISTSERV commands can be found in the "General Introduction Guide", which you can retrieve by sending an "INFO GENINTRO" command to LISTSERV@SUVM.

Message-Id:	<9208061336.AA10037@worldlink.worldlink.com>
Date:	Thu, 6 Aug 1992 08:18:35 EDT
To:	Multiple recipients of list ERICDIR <ERICDIR@SUVM.SYR.EDU>
From:	"ERIC Clearinghouse on Information Resources" <ERIC@SUVM.SYR.EDU>
Reply To:	"ERIC Clearinghouse on Information Resources: <ERIC@SUVM.SYR.ED
Sender:	"Communications and Discussions Internal to the ERIC System" <ERICDIR@SUVM.SYR.EDU>

(Please save this message.)

WELCOME TO ERICDIR!

Overview:

ERICDIR is a computer discussion group (a.k.a. listserv or list) for members of the ERIC system. ERICDIR serves as a forum for sharing news and discussing issues of interest to the group. This list is operated through LISTSERV software at a mainframe at Syracuse University, and is managed by the staff of ERIC/IR.

As of August, 1992, there are 76 subscribers to ERICDIR. All clearinghouses, adjunct clearinghouses, and support components are represented. In some cases, there is one userid for an entire component, while in other cases, several staff members from a single site are subscribed. (See instructions, below, for obtaining a list of all subscribers.)

Members of ERICDIR are encouraged to use the list to discuss any matters of general interest, to raise issues, to invite comment on new ideas, etc. Common "netiquette," however, holds that messages intended for particular individuals should be addressed directly to those individuals, not to the list.

Instructions:

To be added to or deleted from the list, send a request to:

ERIC@suvm (BITNET)
ERIC@SUVM.ACS.SYR.EDU (Internet)

To send a message to all members of ERICDIR, send it as email to:

ERICDIR@SUVM (BITNET)
ERICDIR@SUVM.ACS.SYR.EDU (Internet)

To obtain a list of all ERICDIR subscribers:

1. Send email to:

   LISTSERV@SUVM (BITNET)
   LISTSERV@SUVM.ACS.SYR.EDU (Internet)

2. In the body of the message, type _only_:

   REVIEW ERICDIR F=MAIL

.....

Questions and comments abut ERICDIR should be addressed to Nancy Preston at ERIC@SUVM (ERIC@SUVM.ACS.SYR.EDU).

ACCESSING THE ERIC DATABASE THROUGH SUINFO

Internet users can access the latest five years of the ERIC Database through SUINFO, a campus information system at Syracuse University that uses the SPIRES/PRISM interface. Instructions follow:

1. Telnet acsnet.syr.edu

   or

   Telnet 128.230.1.21

2. At the > prompt, type SUINFO.

3. At the ENTER TERMINAL TYPE prompt, type VT100.

4. Bypass the USERID prompt (with the tab key).

5. Bypass the PASSWORD prompt (with the tab key).

6. At the COMMAND prompt, type SUINFO.

7. After a pause, you will see a Welcome to SUINFO screen. Read the messages and type Y to continue. (Note: If you do not get the welcome screen, try typing SUINFO again and hit return.)

8. After a pause, you will see a Welcome to PRISM screen, followed by the main menu. Choose "General Interest" from the main menu by typing 1.

9. You will see a File Selection menu. Choose ERIC by typing the numeral 13 (as of this writing).

10. Follow screen instructions to search the database.

11. To end the SUINFO session, type LOGOFF.

ACCESSING ERIC DIGESTS THROUGH THE UNC BULLETIN BOARD

A full-text file of over 850 ERIC Digests is available to Internet users through the Extended Bulletin Board of the Office for Information Technology, University of North Carolina at Chapel Hill. Instructions follow.

ERIC Digests are short reports on topics of current interest in education. The 16 ERIC clearinghouses produce about 150 new digests every year. for more information, contact ACCESS ERIC: 1-800-LET-ERIC.

1. Telnet bbs.oit.unc.edu
2. At the login prompt, type BBS.
3. Enter first and last name, as directed. (Note: Remember how you enter your name for future sessions.)
4. Enter a password of your choice, as directed. (Remember it!)
5. At the main menu, choose Simple WAIS (4 as of this writing).
6. Move through the list to ERIC Digests (102 as of this writing).
7. Hit the return key to select the file.
8. Type a keyword.
9. Results will be displayed by title in a ranked order. (Ranking is based on occurrences of the keyword.)
10. Highlight a title and hit the return key to see the full text.

    TIPS:

    - Use CTRL-V to move ahead by screen when viewing the title list.
    - Use the arrow keys to move ahead by line.
    - Use the space bar to move ahead by screen when viewing the full-text document or when "-more-" appears at the bottom of the screen.

11. Follow screen instructions for choosing other digests, starting a new search, etc. (Note: If you want to download the digest, use the screen or session capture capabilities of your communications software.)
12. To quit Simple WAIS, type LOGOFF.
13. To leave the Bulletin Board System, choose 8 from the main menu (Goodbye).

Vol. 3 No. 1 June 1992

PUBLIC LIBRARY WATCH

Reporting on Research and Issues of Interest to Public Libraries

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PUBLIC LIBRARY WATCH **is a quarterly publication funded by the Coalition for Public Library Research and published by the Library Research Center, University of Illinois Graduate School of Library and Information Science, 410 David Kinley Hall, 1407 W. Gregory Drive, Urbana, IL 61801.**

Public Libraries and the 'Net

Editor's note: *The recent ASIS Mid-Year meeting featured a presentation by Charles McClure of Syracuse University's School of Information Studies on public libraries and the Internet (cmcclure@suvm.acs.syr.edu).* ***PLW*** *followed up with an interview with Chuck, who may be best known to public librarians as author of* ***Planning and Role Setting for Public Libraries*** *(Chicago: ALA, 1987).*

Dekalb County Library System, Decatur, Georgia, a large 27-branch suburban library system outside Atlanta, recently completed a strategic plan with a strong visionary component that includes the role the library plans to play in the national networked environment. The most striking aspect of the plan may be that Director Donna Mancini and the library staff, with assistance from Chuck McClure, developed this vision of a networked future for themselves. "This is how it's got to happen," says McClure. "Public libraries have to reinvent themselves in light of the opportunities and the imperatives of the networked information environment. It's hard because there aren't many models or examples yet, but without creating a new vision for themselves, they may not be able to flourish in the future."

The Future of the Non-Networked Library

McClure sees at least three scenarios for public libraries in the future. The first two present a picture of non-networked libraries which have opted out of the mainstream of information services in this country. The non-networked library will be ill-equipped to meet the information needs of those in the community who can afford access to the Internet. In this scenario, states McClure: "The library will end up taking care of the tired, hungry, unwashed, and otherwise disenfranchised. The rest of the people who can afford access to the Internet or NREN may send their kids to story hour, but they won't use the library. Public libraries will end up with a clientele less able to provide adequate support for library services." Those who contribute

most heavily to the tax base of the community will no longer see the public library as a key information provider or central to the community. The non-networked library will be perennially short of funds and in competition with other, more essential, municipal services for the local tax dollar.

This non-networked library scenario portrays the library as a very traditional place. The librarians and administration in the non-networked library of the year 2000 decided sometime—probably in the early 1990s—that life was fine the way it was, and they decided to leave the provision of electronic information to someone else. They may not have made a conscious decision not to participate in the networked information environment, but they simply did not get around to planning for full participation in the NREN or Internet, pleading scarce resources and staff without the knowledge to help them get connected or trained.

In the second scenario, the non-networked library continues to provide story hour and bestsellers, and perhaps access to some local information resources, but little else that is relevant to community needs because, increasingly, urgently needed state, federal and commercially produced information is available *only* electronically, and mostly through the NREN. In this scenario the library increasingly becomes an archive or museum, involved with local history, genealogy, and other archival functions. In both scenarios, the most active and potentially supportive community members no longer see the public library as relevant to day-to-day life.

The Networked Library

The third scenario—and clearly the one McClure hopes will become typical—is the nationally networked electronic library. By the year 2000, the networked public library has become a hub or a switching station, an intelligent interface to the Internet or NREN for people in the community. It helps individuals and businesses get where they want to go on the 'Net.

Librarians at the networked library, for example, are able to help patrons access government information that is increasingly accessible *only* through the Internet. Librarians see themselves as instructors, translators and navigators through the vast sea of electronic information for their patrons, who may come in to the library for help or use the Internet to communicate with the library from home. In this scenario, public librarians are perceived as key players in the information society and as essential to information flow in the community.

"It would be easy for public libraries to make the decision not to participate in the Internet . . . because they didn't understand the stakes."

"I think the most important point I want to make to public librarians is the urgency of the situation," said McClure. "It would be easy for public libraries to make the decision not to participate in the Internet (or later the NREN) by default, because they didn't understand the stakes."

How to Find the Money? Reallocate Resources

McClure believes the real problems that public libraries have as they face an increasingly networked world are *awareness* and *attitude*. "The issue is not lack of money—there will never be enough money—but reallocating money from existing services because networking is so important. But before library boards and

administrators can be expected to reallocate money, the librarians will have to reconceptualize themselves as part of the networked environment. They have to rethink what a library is. Government officials, vendors, state libraries, library schools, professional associations and others can help them do that. But at the same time, it is hard to generalize, and libraries will have to pull themselves up by their bootstraps and plan for Internet and NREN participation locally. When they are committed to doing that, they will find a way to get the job done. I'm just concerned that while many libraries may make the transition, we will lose a lot of other public libraries along the way."

McClure believes that state and regional library systems and networks will need to provide much of the leadership and support to get local libraries on the Internet. The federal government, particularly the Department of Education and OERI's Library Programs Division, clearly cannot do the job by itself. Public libraries will need coordination and cooperation from a number of agencies and organizations to exploit the coming NREN.

Continued McClure: "I'm reminded of the introduction of microfiche into libraries. There's a rough analogy here to the Internet, although the 'Net is a much more significant development. Many librarians were highly resistant to using microfiche or having it in their libraries because it was an inconvenient medium for storage or retrieval. They continued to resist it long after it was firmly entrenched in the rest of the information world. Today, the Internet is perceived by some in much the same way microfiche was. It's too late to complain. The network is here and it has already changed things—permanently—for libraries."

The final report of McClure's latest study, *The Role of Public Libraries in the Use of Internet/ NREN Information Services*, funded by OCLC, Inc., will be available by the end of July from the Syracuse School of Information Studies, Syracuse NY 13244; or call 315-443-2911 ($15.00 prepaid).

Learning about the 'Net: Where to Start?

Ann Bishop has written an ERIC Digest titled *The National Research and Education Network (NREN): Update 1991*. The Digest is free from ERIC/IR, 030 Huntington Hall, Syracuse, NY 13244, or call 1-315-443-3640.

Michael Buckland's *Redesigning Library Services: A Manifesto* is an interesting discussion of several related issues. To order, contact ALA publications at 1-800-545-2433.

A classic (in Internet circles) is *Zen and the Art of the Internet: A Beginner's Guide*, by Brendan P. Kehoe. The second edition will be available from Prentice Hall, Inc., by the end of July. For ordering information, contact Prentice Hall directly at 1-800-223-1360.

ALA Washington Office Fact Sheet

GPO WINDO ACT

American Library Association, Washington Office
110 Maryland Avenue, NE
Washington, DC 20002-5675
Tel: 202-547-4440 Fax 202-547-7363 ALANET ALA0025
January 13, 1992

Government Printing Office Wide Information Network Data Online Act

The federal government currently produces thousands of databases and documents that are stored electronically. Unfortunately, for most Americans, it is a daunting task to locate this information, establish accounts with different agencies to purchase the information and process the information into a readily usable form. Many agencies only sell electronic information on magnetic tape, which is difficult or impossible for most citizens to use.

The GPO Wide Information Network Data Online (GPO WINDO) Act (HR 2772), introduced by Rep. Charlie Rose (D-NC) on June 26, 1991, would establish online access to public government information through the Government Printing Office (GPO). This GPO Windo would be a single account, one-stop-shopping way to access and query federal databases, complementing rather than supplanting other agency efforts to disseminate information. It would not be an exclusive method of dissemination. Its purpose is to make it more convenient for the public to obtain low-cost access to government information.

The databases and documents offered through the GPO WINDO would initially consist of a group of core databases, which will be expanded as the system matures. While the initial offering would be determined after a period of planning and public comment, core data would likely include such high-interest services as the *Federal Register*, *Congressional Record*, Economic Bulletin Board, National Trade Data Bank, the Department of State *Dispatch*, agency and White House press releases, CENDATA, DOE *Energy*, AGRICOLA, FEC Campaign Contributions, NTIS Research Abstracts, U.S. Supreme Court opinions, and many others.

These choices would be based on a combination of technical feasibility, costs, and user interest. They would include online services already offered by GPO to selected depository libraries and those that are currently available through commercial vendors only. The GPO would start with the least costly and the technologically simplest services, making incremental expansions as the program matures. The long-term goal is to provide online access to as many federal databases as possible, limited only by technological and costs constraints.

The information available through the GPO WINDO would be priced for most subscribers at approximately the incremental cost of dissemination, and provided without charge through the depository library program.

GPO would work with agencies to determine the best means to disseminate information online through —

- a gateway service, connecting callers to agency online services with GPO handling the billing to the caller through the single account; and
- online access to federal databases directly through GPO.

GPO would rely upon an agency's data storage and retrieval software unless agencies cannot do so or if GPO can provide better service or lower

1750

GPO WINDO ACT *(Continued)*

prices. Access to the information will be provided through all available telecommunications modes, including dial-in telephone modem access and computer networks.

GPO would have the authority to develop a friendly user interface, with menus, indexes, online help, and other aids to make it easier for users to locate databases of interest. GPO would also work with other agencies toward the development of standards that will make it easier to use different databases. It is contemplated that GPO will regularly solicit comments on the service from users and the public in an annual report detailing the steps it has taken to implement the congressional objectives and to address user concerns.

The following organizations are supporting the concept of the GPO WINDO:

American Association of Law Libraries
American Association of University Professors
American Council on Education
American Historical Association
American Library Association
Association of Research Libraries
Association of Library and Information Science Education
American Society of Journalists and Authors
CAUSE, The Association for the Management of Information Technology in Higher Education
Chief Officers of State Library Agencies
Coalition for Networked Information
EDUCOM
National Association of Housing and Redevelopment Officials
National Coordinating Committee for the Promotion of History
National Security Archive
Organization of American Historians
Project Censored
Public Citizen
Special Libraries Association
Taxpayer Assets Project

For more information on the GPO WINDO, contact:

American Library Association, 202-547-4440
Taxpayer Assets Project, 609-683-0534.

□ □ □

102D CONGRESS
1ST SESSION

H. R. 2772

To establish in the Government Printing Office a single point of online public access to a wide range of Federal databases containing public information stored electronically.

IN THE HOUSE OF REPRESENTATIVES

JUNE 26, 1991

Mr. ROSE introduced the following bill; which was referred to the Committee on House Administration

---

A BILL

To establish in the Government Printing Office a single point of online public access to a wide range of Federal databases containing public information stored electronically.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SHORT TITLE

SECTION 1. This act may be cited as the "GPO Wide Information Network for Data Online Act of 1991".

SEC. 2. FINDINGS.—The Congress finds that—

(a) Federal agencies increasingly receive, generate, and handle public information in electronic form;

(b) agency possession of public information in electronic form has stimulated interest in public accessibility of that information through electronic networks;

(c) for substantial numbers of federal electronic databases, public access is limited by difficulties in locating and accessing the data or by high prices imposed by private vendors;

(d) public access to public electronic information will be greatly enhanced by a single point of online public access;

(e) the Government Printing Office is the appropriate federal office to establish, coordinate, and maintain a federal program to provide online access to electronic public information for the Federal Government; and

(f) information available through the Government Printing Office's online access program should be provided without charge to depository libraries, as designated under chapter 19 of title 44, United States Code, and priced at the incremental cost of dissemination for other subscribers.

SEC. 3. Title 44, United States Code, is amended by adding a new chapter 40 as follows:

"Chapter 40—Government Printing Office: Online Access to Government Electronic Information

"SEC. 4001. The Superintendent of Documents, under the direction of the Public Printer, shall establish a program for providing to the public access to public electronic information. Such program (hereafter referred to as the "GPO Windo") shall provide the public single-point access to a wide range of government electronic databases in accordance with section 4002 of this chapter and shall be established and maintained after consultation with and consideration of comments from potential users and others likely to be affected by the program.

"SEC. 4002. In establishing and maintaining the GPO Windo, the Superintendent of Documents, under the direction of the Public Printer, shall—

"(a) include such databases as are reasonably appropriate, based upon input from database users, libraries, and federal agencies;

"(b) rely upon agency data storage and retrieval software for accessing agency databases to the maximum extent feasible;

"(c) provide for access to GPO Windo databases through a wide range of electronic net-

works, to allow broad, reasonable access to the data; and

"(d) permit depository libraries to connect to, access, and query GPO Windo databases without charge.

"SEC. 4003. The Public Printer may, except as provided in section 4002(e) of this chapter, charge reasonable fees for providing access to databases through the GPO Windo. Such fees shall be limited as follows:

"(a) for databases maintained by the Government Printing Office, the fee should approximate the Government Printing Office's incremental cost of dissemination of the data, without regard to section 1708 of title 44, United States Code; and

"(b) for databases maintained by agencies and accessed through the GPO Windo, the fee should approximate the incremental cost of dissemination of the data.

"SEC. 4004. The Public Printer shall each year publish a notice in the Federal Register requesting public comment on the services, prices, and policies relating to the GPO Windo and on such other issues as the Public Printer shall determine. On or before March 1 of each calendar year the Public Printer shall publish an annual report on GPO Windo describing the program, summarizing

public comment thereon, and stating the steps it has taken to address the comments received. Such report shall be submitted to the Committee on House Administration, the Senate Committee on Rules and Administration, and the Joint Committee on Printing.".

O

USBE: United States Book Exchange

2969 West 25th Street • Cleveland, OH 44113
Phone: 216-241-6960 • Fax: 216-241-6966

August 17, 1992

Mr. Ted Brandhorst
ERIC Facility
1301 Piccard Drive
Rockville, MD 20850

Dear Mr. Brandhorst:

Thank you for calling me this morning. Here are copies of the USBE SHELF LIST and WISH LIST. I hope you will find them useful.

I have checked our stock on Resources in Education; we have an array of issues going back to 1966 or 1967. We also have quite a few complete volumes. All are available to members at the service charge of $7 per issue. If you receive inquiries for publications you cannot supply, I will be grateful were you to refer them to us.

Thank you very much.

Yours truly,

John T. Zubal

International Archives Institute, Inc.
105-B Douglas Court
Sterling, Virginia 22170
1 (800) 833-3627
(703) 318-7768
FAX: (703) 318-7319

INTER-ARC

Dear Librarian,

InterArc is launching a frontal assault on the problem of ineffective subject access to non-fiction books and has chosen the field of Education for the first of its "IDIOM" Editions (In-Depth Indexing Of Monographs).

ERIC's massive and comprehensive in-depth indexing of the periodical and report literature has caused students and researchers increasingly to ignore the many significant but virtually unindexed monographs in the field.

Each IDIOM Edition merges the complete back-of-book indexes from 100 or more selected Education monographs. As a result, every volume is indexed under hundreds of searchable terms and proper names rather than the handful contained in a MARC record.

Therefore, in order to do for Education *books* what ERIC and its contractors have been doing for Education *periodicals* and *reports*, InterArc announces

MONOGRAPHS IN EDUCATION (MIE).

The first MIE IDIOM Editions are described in the enclosed brochure. As they were designed to complement ERIC's *Resources in Education* (RIE) and *Current Index to Journals in Education* (CIJE), as well as Wilson's *Education Index*, they are being offered in the same formats as these popular databases - namely, print, CD-ROM and magnetic tape.

Soon, full-text copies of the indexed MIE monographs themselves will also be offered in these formats (plus microfiche). They will be published in the same order that InterArc acquires reprint rights from the original publishers.

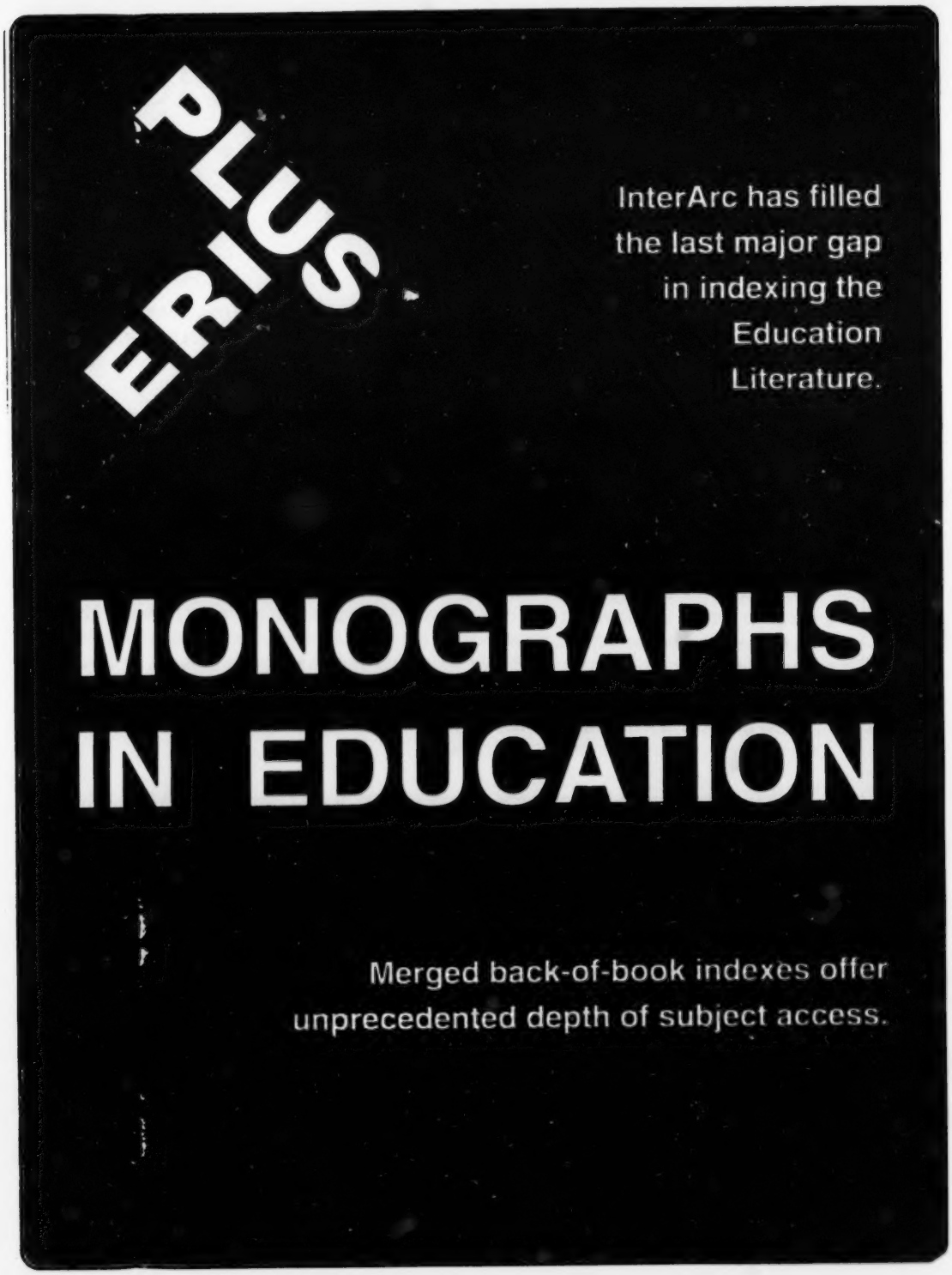
Please look over the enclosed brochure and call us at 1-800-833-3627 if you have any questions. Otherwise, be sure to use the coupon to order MIE in your choice of formats while the pre-publication prices are still in effect.

Sincerely,

William W. Buchanan

William W. Buchanan
President

P.S. Please visit our exhibits at ALA Midwinter in San Antonio (Booth 1118) and at ACRL in Salt Lake City (Booth 512).



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IDIOM EDITIONS

In-Depth Indexing Of Monographs

The "information revolution" has been by-passing the book.

No matter how automated a library, or how large its searchable database, all computer catalogs that are based on MARC records offer inadequate subject access to monographs—especially when compared to the massive and comprehensive databases which index the periodical literature.

IDIOM Editions merge the back-of-book indexes of core collections of selected works on specific subjects. These "integrated indexes" are available in a choice of formats from print to CD-ROM, with optional full-text document delivery of the indexed volumes.

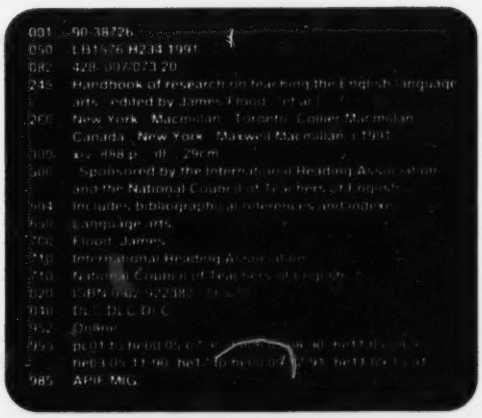
Whereas subject access to a MARC record is limited to a handful of terms in two or three LC Subject Headings, each volume selected for indexing in an IDIOM Edition is Boolean-searchable under hundreds of subject terms and proper names.

Following publication of a number of IDIOM Editions, the indexes will be merged with one another to create larger and larger cumulative indexes to larger and larger bodies of literature. These massive indexes will also be offered on magnetic tape for direct loading into a library's online system, or on a single CD-ROM which will hold integrated indexes to five or six thousand volumes.

This process of index accumulation should assure reference books a major rather than a minor role in tomorrow's research libraries.

When searching a core collection of monographs, would you rather have access to the subject terms and proper names.

...in this,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245 Handbook of research on teaching the English language
arts / edited by James Flood ... [et al].
260 New York : Macmillan ; Toronto : Collier Macmillan
Canada ; New York : Maxwell Macmillan ; c1991
300 xv, 888 p. : ill. ; 29 cm.
500 "Sponsored by the International Reading Association
and the National Council of Teachers of English."
504 Includes bibliographical references and index.
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700 Flood, James.
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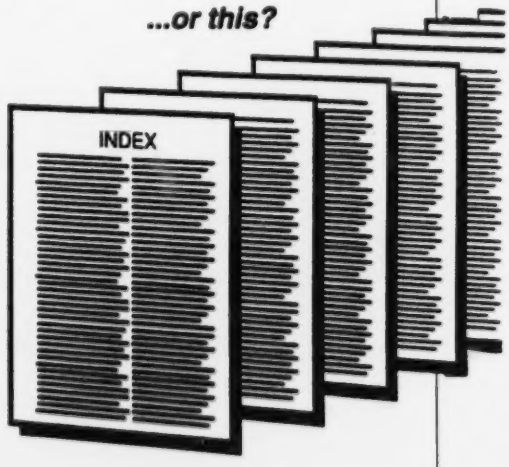

Please note that this MARC record contains only one LC Subject Heading (with two searchable terms) and mentions the name of only one editor "...[et al]". The IDIOM Edition entry for this well-known anthology, on the other hand, contains 39 pages of subject and name indexing plus the names of four editors and 94 contributors.

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At last —Effective SUBJECT ACCESS to

MONOGRAPHS IN EDUCATION (MIE)

SET ONE: EDUCATION OVERVIEW

Now, for the first time, librarians and scholars can unlock the full research potential of definitive Education Monographs.

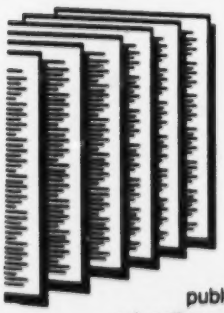
MIE Set One is offered in the following segments:

- **Retrospective Collection**, Based on *Books for College Libraries*, Third Edition, (BCL3), 1988.
- **Current Collection** (Post-BCL3) covers 1988 to present plus annual or semi-annual updates.
- **Combined Collection**, merges both the *Retrospective* and *Current* Collections on one CD-ROM.

Title Selection

Monographs selected for inclusion in MIE's *Retrospective Collection* were all previously chosen for listing in *Books for College Libraries*, Third Edition (BCL3) published by the American Library Association in 1988. BCL3 is widely recognized as the most authoritative qualitative library collection-development and evaluation tool available for universities, colleges and large public libraries.

Approximately 1000 monographs are listed in BCL3 as the recommended core publications for education collections and of these, one hundred titles in MIE *Set One: Education Overview, Retrospective Collection* were selected for their broad range of topics covering all areas of elementary, secondary, postsecondary and early childhood education. They were chosen also for their usefulness to classroom teachers, teacher education students, university professors, school superintendents, board members and education policy makers. Additional titles covering all specialties will be added during the next two years and published in separate IDIOM Editions to complete coverage of all of the books in BCL3's education collection.



The MIE *Current* Collection includes the indexes from selected monographs in education published since 1988 by a wide variety of prominent education publishers (including university presses and the U.S. Department of Education). MIE's Editorial Advisory Board of educators and librarians participate in the selection of these titles for inclusion in this ongoing collection.

Future MIE optional additions will include separate full-text versions of the selected monograph volumes themselves, as well as "ERIC-PLUS" Monograph And Periodical (MAP) indexes which contain both the ERIC and the MIE databases on the same CD-ROM discs.

Full-Text Delivery Options

The optional full-text copies of the monographs will be offered (1) o multiple CD-ROMs (in bit-mapped images) for access at the sam workstation with the MIE index discs, (2) on microfiche, or (3) in facsimi reprint editions accessible from the merged indexes by title and pag numbers. These full-text versions will be issued in the order of InterArc acquisition of reprint rights from the original publishers. NOTE: Th microfiche and reprint volumes may be purchased as single titles b libraries wishing to fill gaps in their holdings.

Monographs In Education is produced by InterArc in cooperation with National-Louis University (National College of Education) Evanston, Illinois. NLU offers [illegible] through doctoral degrees in [illegible] in teacher education and [illegible] education since 1886. [illegible] collection serves as a [illegible] materials indexed in the MIE [illegible]

MIE is under the editorial [illegible] Marilyn A. Lester who has been [illegible] University Library of National-Louis since 1978. Her [illegible] decades of selection [illegible] field of education [illegible] improving subject [illegible] Lester earned her Ph.D. [illegible] Illinois at Urbana-Champaign [illegible] Information Science.

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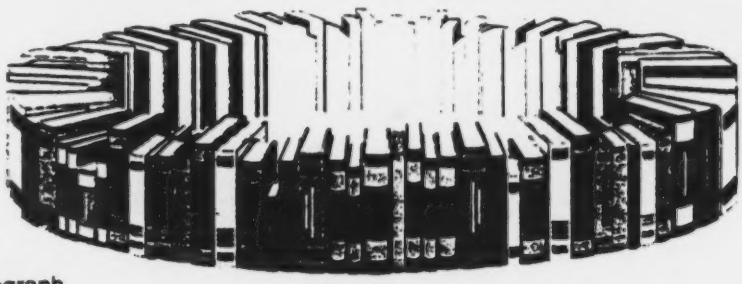

- ☐ The first successful filling of the "Monograph Gap" in indexing the Education Literature.
- ☐ Access to hundreds of terms-per-volume instead of the handful in MARC LC Subject Headings.
- ☐ Dramatic gains in the research contributions of volumes already on library shelves.
- ☐ The discovery of lost *biographical* data on thousands of key educators who are cited in back-of-book indexes but not in MARC records.
- ☐ Access to the names of *all* the authors who contribute to large anthologies.
- ☐ A boon to Inter-Library Loan (as specific pages rather than whole books can be mailed or transmitted).
- ☐ A CD-ROM bargain... with a low one-time purchase price for the *Retrospective Collection*,... optional updating of the *Current* and *Combined* Collections... and no charge for local networking.
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1-800-833-3627 FAX 703-318-7319

Pre-Publication Prices Are Valid through February 29, 1992

☐ Please record our order for the IDIOM Edition, *Monographs In Education (MIE), Set One, Education Overview - 1991* as follows:

☐ **Retrospective Collection**, Selections from *Books for College Libraries* (BCL3), 1988, (one-time purchase),
- ☐ On CD-ROM (No networking charge for on-campus use), $850
- ☐ In 5 Bound Volumes (8 1/2" x 11"), containing Author, Title and Merged-Subject-Keyword Indexes, $550

☐ **Current Collection**, 1988 to present (post-BCL3),
- ☐ On CD-ROM
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- ☐ In 5 Bound Volumes (8 1/2" x 11"), containing Author, Title and Merged-Subject-Keyword Indexes, $550
  - ☐ 1992 Annual Supplement, One Volume $132

☐ **Cumulative Combined Collection** (includes BCL3-*Retrospective* and *Current* Collections),
- ☐ On CD-ROM only
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  - ☐ with Semi-Annual Cumulative Update, $1200

☐ Magnetic Tape: please inquire about site licenses.

☐ Please send information and prices for ERIC-PLUS CD-ROMs, which combine the ERIC database (RIE and CIJE) plus MIE.
☐ Please send prices and information on the FULL-TEXT OPTIONS for MIE IDIOM Editions.
- ☐ on CD-ROM as digitized bit-mapped images (estimated 4 discs with the complete index database included on each disc).
- ☐ on microfiche - *or* - ☐ in facsimile reprint volumes.

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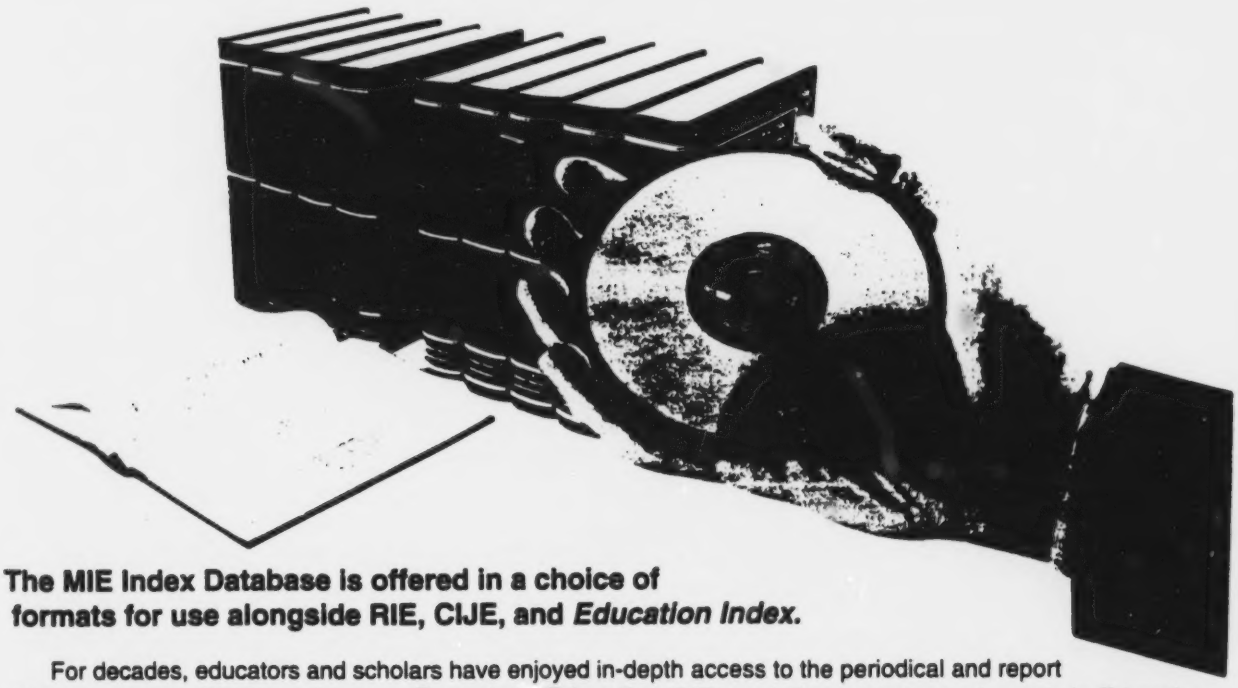

The MIE Index Database is offered in a choice of formats for use alongside RIE, CIJE, and *Education Index.*

For decades, educators and scholars have enjoyed in-depth access to the periodical and report literature through ERIC's well known *Reports in Education* (RIE), and *Current Index to Journals in Education* (CIJE), as well as Wilson's *Education Index.* Now, they can have even deeper subject access to the **monograph** literature because *Monographs In Education* (MIE) merges the complete back-of-book indexes of hundreds of selected *Current* and *Retrospective* Education titles.

ON CD-ROM

MIE on CD-ROM provides in-depth Boolean subject access to all terms in the merged back-of-book indexes of the *Retrospective Collection* and the *Current Collection.*

The *Retrospective* is offered as a one-time purchase while the *Current Collection* is offered on subscription with either annual or semi-annual updates.

All discs include the same data described at right for the print versions, and also offer the CD-ROM's advantages of Boolean searching and more frequent cumulative updating.

The *Cumulative Combined Collection* merges both the *Retrospective* and *Current* Collections on one CD-ROM disc, and also includes annual and semi-annual updating options.

Hardware and software requirements include: IBM PC or compatible, 640k RAM, hard disc, PC-DOS or MS-DOS 3.1 or higher; *OR* Macintosh Plus/SE/11, hard disk, 2mb RAM, System 6.02+. MIE conforms to ISO 9660.

IN PRINT

Both the *Current* and *Retrospective* Editions of *Monographs In Education* consist of five 8 1/2" x 11" bound volumes each, and include

1) a single-alphabet Keyword-Subject and Proper-Name Index, (containing each meaningful word in the original entries),
2) an Author Index, (including *all* anthology contributors), and
3) a Title Index containing the full MARC record for each selected monograph.

The printed version of the *Current* Collection will be updated by annual bound Supplements.

ON TAPE & ONLINE

The MIE databases will also be supplied on magnetic tape under site licenses for loading onto local systems in cooperation with library automation vendors. InterArc will also make the databases available to online vendors for loading alongside their ERIC files.

ERIC users worldwide will now have in-depth access to the complete contents of *books* as well as *periodicals* and *reports.*

The combination of ERIC's comprehensive indexing of periodicals and reports, plus its policy of excluding published books, has created a serious "Monograph Gap" in overall coverage of the education literature.

InterArc's *Monographs In Education* (MIE) fills this gap by merging the back-of-book indexes to hundreds of selected volumes and creating database products which complement those produced from the ERIC database.

As a result, subject access to each of these significant education monographs now consists of hundreds of terms and proper names rather than the one or two generic subject headings in LC MARC records.

— Monographs In Education, 1992

International Archives Institute, Inc. (InterArc)
105-B Douglas Court, Sterling, VA 22170
Telephone: 1-800-833-3627 — FAX: 703-318-7319

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Fort Lauderdale, Florida 33314
(305) 475-7388
(800) 541-6682, Ext. 7388
FAX (305) 452-1409

NOVA UNIVERSITY
INFORMATION RETRIEVAL SERVICE

April 23, 1992

Mr. Ted Brandhorst, Director
ERIC Processing and Reference Facility
1301 Piccard Drive
Rockville, MD 20850-4305

Dear Ted:

I am forwarding to you a copy of Graduate Students as Change Agents: Nova University Contributions to the Educational Resources Information Center (ERIC), 1972 - 1992. This book contains the ERIC abstracts of Practicums and Major Applied Research Projects (MARPS) completed by Nova University graduate students during the last two decades.

In the introduction of the book, Dean Goldman writes of our commitment to ERIC. Presently, we are sharing this book with a broad range of educators.

I hope that you will find our book to be of special interest. If you should need additional copies to share with your colleagues, please contact me.

Cordially,

Beth

Elizabeth (Beth) A. Poliner, Director
Information Retrieval Service

EAP/cp

Enclosure

cc: Dr. Richard Goldman, Dean
Abraham S. Fischler Center
for the Advancement of Education

Introduction

It is difficult to achieve consensus on important issues in education today. A notable exception is the general agreement that if our schools are to meet the complex needs of the 21st Century, the key change agents must be the teachers and administrators at each school.

At Nova University we have institutionalized processes to bring about change in schools through our Practicums, school-based problem-solving research projects, required as essential academic work in our graduate education degree programs. The direct level of change resulting from completion of the Practicum research requirement is the realization of desired improvements in the classrooms and schools of our graduate students (teachers and administrators).

Beyond this localized focus of change, the documented work of Nova students/change agents is widely disseminated throughout the larger education communities. A primary dissemination vehicle is the inclusion of exemplary Practicum reports in the Educational Resources Information Center (ERIC). ERIC, a national computerized system accessible to most educators in the United States, and in many other parts of the world, is a most useful repository for these identified best practices documents.

During two decades, 1972-1992, 923 Practicum reports completed by Nova graduate students were accepted into the ERIC system. What you are about to see are abstracts of each of these. We believe that no other university has committed this deeply to ERIC and, by extension, to the changes required for survival in the next century. You are encouraged to order on microfiche from Nova University's Information Retrieval Service (complete the enclosed order form) the full text of any practicum in this volume.

The commitment to change is institutionalized in Nova's Strategic Plan, Goal 3, "To enhance society through educating professionals as leaders and change agents."

Richard Goldman, Dean
Abraham S. Fischler Center for the Advancement of Education
April 1, 1992

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RESEARCH NEWS AND COMMENT

The Three Phases of ERIC

For the past 25 years, the Educational Resources Information Center (ERIC) has provided users with access to the education literature through its extensive database, publications, and user services. This article describes the evolution of ERIC and discusses changes in its mission and operating policies at three critical phases: at its creation; following the ERIC Redesign Study of 1987; and now, as it plans for its second quarter-century of operations amidst radical education reform and dramatic technological change.

In 1992, the U.S. Department of Education will be holding a competition for new 5-year contracts to operate the ERIC Clearinghouses, now 16 in number. To ensure a spirited competition, and to ensure that the new ERIC Clearinghouse tasks incorporate both traditional activities (such as database building) and new initiatives such as those described later in this article (e.g., electronic and optical full-text document dissemination), the Education Department invites interested readers to submit comments and suggestions about current and future ERIC products and services.

An Overview of ERIC

The Educational Resources Information Center (ERIC) is a nationwide information system sponsored and supported by the U.S. Department of Education's Office of Educational Research and Improvement (OERI). ERIC was founded, in the mid-1960s, for the purpose of achieving bibliographic control over the report literature produced by the department and its many contractors. ERIC has since expanded to cover the education-related document and journal article literature wherever it is produced. ERIC collects, analyzes, catalogs, indexes, abstracts or annotates, and makes available documentary information from public, private, local, state, federal, and international sources.

The decentralized structure of ERIC consists of a policy-making and -monitoring federal program office in the U.S. Department of Education (commonly referred to as Central ERIC), 16 subject-specific ERIC Clearinghouses (aided by a small number of volunteer Adjunct Clearinghouses), and three technical support contractors. Each Clearinghouse is responsible for collecting the literature within a major segment of the field of education. The technical support contractors are (a) the ERIC Processing and Reference Facility (for database building); (b) the ERIC Document Reproduction Service (EDRS) (for microfiche and document delivery); and (c) ACCESS ERIC (for systemwide publications, outreach, marketing, and referral services).

ERIC's most well-known product is undoubtedly its bibliographic education database—the world's largest—which contains approximately 730,000 records (over 310,000 documents and 420,000 journal articles). ERIC actively solicits for this database technical reports, conference proceedings and papers, curriculum materials, evaluation and policy studies, and many other kinds of documents, serving all levels of the educational community from the practitioner to the researcher. Items entering the database are announced, as appropriate, in one of ERIC's two monthly printed abstract journals: *Resources in Education*, covering documents; and *Current Index to Journals in Education*, covering journal articles. The database is available for computer searching via both online vendors (e.g., DIALOG, OCLC, and BRS) and CD-ROM vendors (e.g., SilverPlatter, DIALOG).

Some 98% of the documents collected by ERIC are archived on microfiche and made available to libraries and users by EDRS on a subscription basis or an on-demand basis. Some 80% of the journal articles selected by ERIC are available from standard reprint sources, such as University Microfilms International.

In addition to building the world's premier education-related bibliographic database, the ERIC components produce many publications of their own. The Clearinghouses prepare various syntheses, interpretive summaries, state-of-the-art reviews, annotated bibliographies, and digests. The support contractors produce a variety of directories, calendars, indexes, newsletters, and other reference tools.

Phase I—Historical Development

In the late 1950s and early 1960s, the U.S. Office of Education found itself faced with a proliferation of unpublished reports emanating from increased federal funding of research, exemplary programs, and demonstration projects. The first gropings for a solution to the problem—a system to track and disseminate federally sponsored research papers—can be found in concept and feasibility studies dating back to 1960. For example, the first efforts to conceptualize an ERIC *thesaurus*, a subject-indexing authority for such a future system, occurred in 1961. The concept of an ERIC system—combining document collection, indexing, and archiving—began to gel during this period; however, ERIC's gestation proved to be quite long. It wasn't until 1964 that an actual embryonic organizational unit called ERIC appeared within the Office of Education, and it wasn't until 1966 that the first 12 ERIC Clearinghouses and a central editorial and computer processing facility were established. In November 1966, the first issue of ERIC's abstract journal, then called *Research in Education*, appeared, creating a convenient milestone from which to count future anniversaries.

In 1967, an additional 6 Clearinghouses were established, for a total of 18. Since then, the number has fluctuated in response to needs and priorities. There have been a total of 23 different ERIC Clearinghouses, but the number has currently stabilized at 16. Also in 1967, the word *Research* in ERIC's name

was changed to *Resources*, reflecting the emerging recognition that research results were not the only bibliographical resources that ERIC was going to collect.

Many of ERIC's basic organizing principles, still in use today, were determined very early in its life and reflect the careful planning of the founders. Much of the historical evolution of ERIC can be traced to the following three "signature" strategies:

- *Decentralized structure.* Unlike the other monolithic government information centers that might have served as its model, ERIC decided to adopt a decentralized model. Education in the United States was, and still is, a decentralized enterprise, with power dispersed to the states and localities, professional associations, and teachers unions. Information was being developed at all these levels, and a monolithic information center in Washington was not felt to be the best way to keep abreast of such a diffuse and dispersed community. Instead, a system of separate "Clearinghouses" was conceptualized, each concentrating on a major sector of the field of education and each bearing responsibility for acquiring the documentation of that subfield and for interacting with that particular part of the educational community.

The same decentralized structure pertains today, and it has served ERIC well in coping with the many constituencies that compose the field of education. Though decentralization is not without special problems of coordination and duplication caused by the geographically separated system components, on balance, the increased breadth of coverage, the diversity of contacts, and the variety of points of view represented have been ultimately assessed as strengths that outweigh the operational problems.

- *"Leveraging" of private sector for database dissemination.* Always modestly budgeted, ERIC was from the beginning forced to involve the private sector in an effort to "leverage" various dissemination products and services. ERIC had enough funds to create its bibliographic database, but not enough to invest in the necessary research and development to create all the products and services that could be derived from the database.

The micrographics contractor (EDRS), commercial publishers, and the online and CD-ROM vendors are all examples of organizations that provide ERIC products and services to the public, at no charge to the government. ERIC, in effect, gives these organizations a license to, in the first case, microfilm ERIC documents; in the second case, publish the ERIC *Thesaurus* and *Current Index to Journals in Education*; and, in the third case, include the ERIC database in commercial information retrieval systems. The organizations provide services and market products to the public, recovering their costs and making a profit in the process; the users, in turn, pay for what they specifically want, but pay no subsidy in tax dollars.

"Leveraging" is evident, to some extent, even in the Clearinghouse contracts, where the host organization holding the Clearinghouse contract typically provides some services (e.g., in-kind personnel, printing, and equipment) above and beyond those strictly required by the contract.

- *Document delivery as an essential service.* The first ERIC contract, before any of the Clearinghouses, established the EDRS. This is an indication of how crucial the early planners viewed document delivery. Unlike many information systems, which simply tell users about the existence of an item without solving the problem of obtaining a copy, ERIC wanted to be able to actually deliver the vast majority of the items it announced. Partly this stance was dictated by the fugitive nature of the report literature. If ERIC had not offered availability, the problems and frustrations of the users in this area would probably have led to more criticism than any system could bear. Be that as it may, ERIC was founded on the principle of closing the loop for the user as much as possible.

The nearly 900 ERIC microfiche collections that exist around the world, built up regularly through annual subscriptions, together with the ready on-demand availability of microfiche and reproduced paper copy documents from the EDRS, represent one of the strongest links in the ERIC chain of services.

While structural decentralization, private sector leveraging, and guaranteed document delivery are perhaps the major basic strategies of ERIC, there are several lesser strategies that might be mentioned:

- The bibliographic database as a fundamental foundation for the system, on which most other products and services are built and connected in some way.
- Primary coverage devoted to that part of the educational literature that is not handled adequately by anybody else (e.g., the report/fugitive/gray literature, encompassing such things as contractor reports, conference papers, and curriculum materials but generally not including the commercially published book literature).
- Relevance to all levels of the educational community, from the teacher concerned with tomorrow's lesson to the professor engaged in research. This implies an acquisitions net that is cast widely and that encompasses both the theoretical and the practical.
- A wide distribution of ERIC information, including the regular education community (teachers, administrators, researchers, counselors, students, etc.) as well as parents, policymakers, and the media, at the lowest possible cost.
- A database that changes in response to changing conditions. ERIC's acquisitions and selection criteria have been modified over time in response to new priorities (e.g., the inclusion of machine-readable data files), and new fields have been added to improve searchability and discrimination (e.g., Publication Type, Target Audience). In 1990, the full text of certain selected documents (i.e., ERIC Digests) became available to online users.

Phase II—The ERIC Redesign

In 1986–1987 there occurred perhaps the single most significant event in the development of ERIC since its birth. This was the ERIC Redesign Study, a top-to-bottom examination that involved the internal staff at the Department of Education, an outside panel of reviewers, and numerous critiques from the field. This intense examination of ERIC culminated in a widely discussed paper titled "ERIC in Its Third Decade" (Bencivenga, 1987). Later that year, on July 30, 1987, the House Subcommittee on Select Education sponsored the first oversight hearings on ERIC (ED 287 519). As a result of these activities, three main policy emphases were identified for ERIC's immediate future:

- ERIC products and services should become more widely used and available.
- ERIC should become better integrated into OERI's mission of gathering, analyzing, and reporting information on the status and condition of American education.
- ERIC should serve a wider, more

diverse audience, including policymakers, journalists, practitioners, and the general public.

Some of the strategies for accomplishing these goals included the following:

- ACCESS ERIC, the first new system component in over two decades, to serve as an outreach arm for ERIC, strengthening marketing, publicity, advertising, and public relations, and helping to actively disseminate ERIC's products and services (call 1-800-USE-ERIC).
- Adjunct Clearinghouses as an aid to achieving better coverage of the literature and as a source of volunteer financial support. (ERIC now has Adjunct Clearinghouses in the areas of Literacy Education for Limited-English-Proficient Adults, Art Education, U.S.-Japan Studies, Compensatory Education, and Consumer Education.)
- ERIC Partners as an attempt to multiply ERIC's dissemination efforts and to achieve a wider audience via the martialing of its major users. The improved integration of ERIC with OERI's other major programs, such as the Research and Development Centers and the Regional Educational Laboratories, has also received attention. The ERIC Clearinghouses are now actively producing publications in partnership with these units; the flow of products from these units to the ERIC database is now routinized; and ERIC, the Labs, and the Centers now regularly participate in joint planning and dissemination activities.

Current Status

Federal funding for the ERIC program in recent years has been approximately $6.5 million per fiscal year. With this sum, ERIC supports 16 Clearinghouse contractors, three support contractors, and various other systemwide services such as printing. ERIC has established and maintains a network of over 1,600 acquisition arrangements with organizations that regularly send ERIC their education-related output; similarly, ERIC's over 500 Partners routinely receive and redistribute ERIC materials to their own members.

In 1991, the ERIC system:

- Acquired and indexed 30,000 new items for the ERIC database (13,000 documents and 17,000 journal articles);
- Responded to over 100,000 information requests from the public;
- Cooperated with public and private information vendors to apply new technologies (e.g., CD-ROM, online education services) to disseminate key materials to educators (some estimated ERIC database usage statistics for the year are 100,000 users from 90 countries using 100,000 hours of connect time in performing 450,000 online searches and subscribing to some 3,000 ERIC-on-CD-ROM retrieval systems);
- Established and maintained partnerships with over 500 educational organizations;
- Produced over 200 publications, over a million copies of which were disseminated to diverse audiences;
- Produced and sold over 17 million microfiche and paper copies of ERIC documents;
- Distributed *Resources in Education* (via the Government Printing Office) and *Current Index to Journals in Education* (via Oryx Press) to (between them) over 3,000 subscribers, over 1,000 U.S. Depository Libraries, and (via the Library of Congress) nearly 85 foreign governments and institutions; and,
- Regularly provided materials to over 900 information centers (nearly 800 in the United States and 120 spread across 24 other countries) that maintain extensive microfiche collections or perform computer searches of the ERIC database for clients.

Phase III—Eight Initiatives for the Future

The recompetition of the ERIC Clearinghouses in 1987 became a vehicle to implement several of the recommendations that emerged from the redesign study; similarly, the upcoming 1992 Clearinghouse competition will establish some of the new tasks and directions that will characterize the ERIC program as it enters its second quarter-century of service. Eight program-improvement initiatives—some of which are underway while others are purely conceptual at this stage—are discussed below. These initiatives have many different origins, ranging from recent program staff and field-initiated suggestions and activities to long-standing debates about the nature and reach of ERIC.

1. *ERIC in the Schools and Community—Achieving the National Education Goals.* In its quarter-century history, ERIC has evolved into a comprehensive system widely recognized as the premier source of information for planning education activities, developing new programs, carrying out research, and making program decisions. The ERIC Clearinghouses are now giving priority to the identification, development, and dissemination of high-quality materials pertaining to the six national education goals.

The individual school is the key site of education reform. The surest way to reform education is to give teachers, principals, and parents the authority and responsibility to make important decisions about how the school will operate. If site-based management and restructuring are to succeed, and if the nation is to make significant progress in achieving the six goals adopted by the president and the governors, local educators must have ready access to research and instructional information to make rational decisions leading to school improvement. ERIC has already begun to work with a number of schools implementing school-based management to assure that critical information is available from which to make informed decisions, e.g., ERIC on CD-ROM, an EDRS collection of ERIC documents on microfiche, full-text CD-ROM products if available, and access to other key education information sources.

By 1993, schools and communities throughout the country—including public schools, private schools, and business-supported academies and skill clinics—will be considering how they might become New American Schools and America 2000 Communities. ERIC will provide access—through its database, publications, new full-text products, and other means—to the most current information possible (including but not limited to World Class Standards for the core educational areas, exemplary curricular and program materials, new assessment instruments, and current research findings) directly to schools, communities, "design teams" funded by the New American Schools Corporation, governors' academies, and other institutions participating in the remaking of the American education enterprise.

2. *Full-text delivery of education materials.* Long discussed in the ERIC system, some first steps have recently been taken to provide full-text access to selected materials. The ERIC Digests Online (EDO) full-text file—now available online through DIALOG and GTE Education Services—is one such example.

Also, ERIC has been working with a major information company to develop a prototype CD-ROM product containing the full text of hundreds of key education documents and journal articles, as well as complete issues of approximately 100 core education journals. The "Compact ERIC" is envisioned as containing the most important, significant, and useful documents and articles announced in ERIC. These materials are essentially of two types. First, there are major policy and goals papers, commission reports, ED publications, evaluation reports, and research syntheses. Second, the Compact ERIC will also contain the best items in ERIC intended for practical use by teachers, principals, school district administrators, curriculum coordinators, guidance counselors, other school professionals, and parents, including carefully selected teaching-related materials, theory-into-practice research results, curricular and classroom materials, and reference and resource guides. The prototype, which provided about 75,000 CD-ROM-stored page images cross-indexed to the ERIC database, has recently been field tested.

3. *Diversification of funding sources.* ERIC has long recognized the desirability of obtaining continued support from other components both within and outside ED. Adjunct Clearinghouses, a few of which are already supported by funding from other parts of the department and foundations, are one manifestation of how outside support can be used. However, ERIC may also seek support from specific program offices, within ED and elsewhere, to help subsidize expanded coverage and comprehensiveness in topic areas of interest to those programs and their constituents. In addition, ERIC is pursuing some options by which reasonable usage fees can be collected from online vendors, CD-ROM vendors, and other commercial purveyors of the ERIC database to the public (in the past, ERIC has charged no fees or royalties for use of its database).

4. *Coverage and delivery of nonprint materials.* ERIC has, with some exceptions, concentrated on the document and journal literature. While ERIC has paid increasing attention in recent years to identifying and indexing some of the major education databases, questions remain about what ERIC's role should be in acquiring, indexing and even disseminating nonprint materials, including but not limited to videotapes, multimedia packages, computer diskettes, CD-ROMs, interactive laserdiscs, etc. While it is clear that ERIC could pay increasing attention to indexing such materials, cost-effective procedures for copying and disseminating them (even assuming copyright permission) appear much more problematic.

5. *Expanded international activities.* ERIC has been planning or participating in several activities designed both to expand the overseas dissemination of U.S.-developed education information and to broaden our access to foreign-produced materials. Some activities and ideas for the greater internationalization of ERIC include cooperative work now underway with the International Association of Universities and UNESCO to develop a worldwide bibliography of higher education materials; discussions with the United States Information Agency and the Agency for International Development on ways to make ERIC materials available to developing nations (all overseas British Council libraries already have ERIC available on CD-ROM); cooperating with ERIC-equivalent organizations in other English-speaking countries to develop an integrated database; and establishing ERIC nodes on the major international computer networks (e.g. BITNET, INTERNET) to facilitate document and information exchange.

6. *ERIC research and development partners.* While many commercial and academic organizatons use ERIC products for their own purposes, few have established any meaningful collaborative R&D projects with the ERIC system. Over 125 documents, articles, and study reports about the ERIC system have been produced in the past 6 years, but they are rarely done in collaboration or even consultation with either OERI or the ERIC components. This element of collaboration would be a valuable step toward ensuring that research and development activities related to ERIC products and services will have a direct and positive effect on improving access and use of education information in the schools. In conjunction with the ERIC system components, ERIC "R&D" Partners" can help to develop targeted new products and services, applications of new technologies to improve the selective dissemination of education information, and enhanced coverage of the education field.

7. *Greater comprehensiveness of coverage.* With its limited resources, ERIC Clearinghouses have always had to make difficult decisions about which documents and journal articles would be indexed for inclusion in the ERIC database. For instance, though *Current Index to Journals in Education* claims to cover about 800 journals, very few of those are actually indexed cover to cover. Most journals are indexed selectively; that is, not all of the education-related articles will be cited in the ERIC database. We are contemplating the establishment of a list of "core journals"—perhaps 100 or so—that will be indexed cover to cover in the future. A related issue concerns the monographic book literature, that is, materials generally produced commercially and accessible through library card catalogs: Should ERIC pay increasing attention to indexing such materials? If so, which?

8. *Value-added services.* In preparing the prototype Compact ERIC full-text product on CD-ROM, ERIC Clearinghouses were asked to determine which materials from the ERIC database should be included in a highly selective compilation of practice- and policy-oriented materials. On an ongoing basis, the Clearinghouses are continuing to identify these "best" materials. How can ERIC most constructively continue this emphasis on assessing the quality of documents and journal articles selected for the database?

Summary

The eight initiatives described above are far more than a wish list. Considerable thinking, planning, and resources have already gone into some of these initiatives. Nevertheless, for the most part, these initiatives are not yet formally part of the required work of the ERIC Clearinghouses, nor have final policy decisions been made about many of them. Before these new directions are formally incorporated into the scopes of work of the ERIC components—in particular, as part of the new Clearinghouse contracts that will be issued in 1992—we are seeking feedback from interested and informed ERIC users: researchers, librarians, educators and policymakers. In particular, we are interested in responses to the following two questions:

- What suggestions do you have to improve current ERIC products and services? In general, how satisfied are you with the ERIC database and related products, ERIC publications, and ERIC user services?

• What suggestions do you have for the future expansion or enhancement of the ERIC program? Which of the initiatives described above seem particularly worthwhile, and which seem problematic?

Comments should be directed to: Dr. Robert M. Stonehill, Director, ERIC Program, U.S. Department of Education/ OERI, 555 New Jersey Ave., NW, Washington, DC 20208-5720.

Many documents have been written about ERIC. Every 3 years the ERIC Processing and Reference Facility issues a "Bibliography of Publications About ERIC" (free on request). Through 1988, 407 publications dealing with ERIC have been cited. The following references provide a concise but complete picture of ERIC to date: Brandhorst, 1990; Hoover and Brandhorst, 1982; Office of Educational Research and Improvement, 1991; U.S. Congress, 1987; Stonehill, 1990; and Trester, 1979.

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Research and Education Reform

Roles for the Office of Educational Research and Improvement

Richard C. Atkinson and Gregg B. Jackson, *Editors*

Committee on the Federal Role in Education Research
Commission on Behavioral and Social Sciences and Education
National Research Council

National Academy Press
Washington, D.C. 1992

two would be possible because of the smaller number of projects, reducing monitoring responsibilities.

B-7 The Reform Assistance Directorate should foster development of a national electronic network that allows all concerned with education to access research and exemplary practice information. The system should incorporate an enhanced ERIC.

Electronic communication technologies offer new opportunities for linking research to practice that should be promoted by OERI. Many of them require only that users have access to a $800 microcomputer, with a modem and a telephone line. A national electronic network could serve at least three purposes: expand access to information and data resources, facilitate input by practitioners into the research process, and foster sharing of resources and expertise among practitioners.

Such a network would allow researchers, teachers, administrators, and parents to have access to the major resources of the federal education research enterprise. Those resources could include not only ERIC, but the electronic card catalog of the Department of Education's Research Library; information on the research, development, dissemination, and technical assistance activities of the laboratories and centers; the applications and other descriptive materials on all NDN programs; the databases of NCES; NSF's forthcoming database on its mathematics and science education projects; and similar resources of other federal agencies involved in education research and development. Computerized "expert systems" might also be developed to provide advice to researchers and practitioners on various matters.

Such a network would also facilitate practitioners' participation in the research enterprise. "E-mail," "file transfers," and "a synchronous computer conferencing" would allow geographically dispersed teachers to assist in planning studies, reviewing proposals, and discussion of preliminary results—without having to travel. Outstanding teachers and administrators are often reluctant to engage in national activities when school is in session because of the burdens caused by their absences.

Electronic networking would also allow teachers and school administrators to share ideas and feedback among themselves through "electronic bulletin boards." For instance, a bulletin board might be established for each NDN program, allowing users and potential users of the program to post queries, tips, and warnings, and to answer the posted queries.

The Reform Assistance Directorate should foster development of a national electronic network in several ways. NSF's National Research and Education Network, which currently serves universities, and commercial networks should be explored as the telecommunications backbone of the network. Resources that would be of substantial use to researchers, teach-

ers, administrators, and parents should be identified and prepared for access through the network. Standardized information infrastructures, good documentation, and user-friendly "interfaces" should be developed so that even occasional users can have access the network and its resources. Demonstration grants should be provided to schools to purchase needed equipment, train staff in use of the network, and provide assistance to the end users. Library Programs funds should be used for demonstrations in public libraries so that the network resources will be readily available to all concerned with education.

ERIC would be one of the resources available through the network. Several modest enhancements should be made to ERIC even before the proposed network could be operational. ERIC should better coordinate the selection of journals to be indexed and assure that key journals in the social sciences are covered. Most of the major social science journals publish important research on education issues, and some of them are not currently being indexed. ERIC should continue efforts to flag key documents, publicize the presence of flags more widely, and take steps to assure that the flagging process is not politicized. Many users are overwhelmed by the large number of citations they receive in response to a search, and they need help in identifying those that represent the most thorough and objective treatments of the subject. Current efforts to provide full-text coverage of key documents and articles should also be expanded: currently, the results of ERIC searches are citations with brief abstracts, and these are of very limited to use to all except those with access to a university or other large library. Lastly, ERIC's efforts to provide access to the international literature should be augmented so that U.S. scholars and educators can benefit from the research and practice in other countries.

This recommendation will require an increase in the staffing and budget of OERI. Over the next 2 or 3 years, approximately three staff and $1 million will be needed to explore alternative options for the electronic network. The implementation phase will undoubtedly require additional staff and funding. The suggested enhancements to ERIC will require about six additional staff and $1.0 million more annually. The staff positions would allow four coordinators—for journal indexing, the flagging of key documents and articles, full-text initiatives, and international acquisitions and collaborations—and two clerical support persons. The budget increase would permit clearinghouse indexing of all key social science journals, expanded and more careful flagging of key documents and articles, the purchase of rights to the full text of key materials, and the augmented international efforts.

ERIC CLEARINGHOUSE ON INFORMATION RESOURCES
School of Education | School of Information Studies

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March 23, 1992

To: Committee on Education and Labor
U.S. House of Representatives
Subcommittee on Select Education

From: Dr. Michael B. Eisenberg

Re: Supplemental testimony

==========

The following is supplemental testimony by Dr. Michael B. Eisenberg, Director of the ERIC Clearinghouse on Information Resources and Associate Professor, Syracuse University to the House Subcommittee on Select Education hearings regarding H.R. 4014, the modified reauthorization of OERI legislation, March 17-18, 1992.

If I can provide any additional information, please do not hesitate to contact me.

This supplemental testimony is offered in response to Congressman Major Owens' question about funding for ERIC by OERI and other sources:

In FY 1990 and 1992, OERI spent about $5.3 million for the 16 ERIC Clearinghouses and about $1.4 million for ERIC support components. Total expenditures for each year was approximately $6.7 million. The FY 1992 appropriation is $5.6 million for the 16 Clearinghouses and $1.5 million for the support components. Total appropriation is $7.1 million. Contact amounts for the 16 Clearinghouses ranges from $323,000 to $405,000.

There is also significant non-government support for ERIC including $1 million for Adjunct Clearinghouses and in-kind time contributions of well over $1 million from host institutions. In addition, the host institutions make considerable contributions of facilities (e.g., space, office equipment), technology (e.g., hardware, software, telecommunications), and lowered overhead.

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ERIC CLEARINGHOUSE ON INFORMATION RESOURCES
School of Education | School of Information Studies

• • • • •

Testimony
to the
Education and Labor Subcommittee on Select Education
U.S. House of Representatives

March 18, 1992

My name is **Michael B. Eisenberg**, and I am an Associate Professor of Information Studies at Syracuse University and Director of the ERIC Clearinghouse on Information Resources. I appreciate this opportunity to bring you up-to-date on the substantial progress of the ERIC system since the 1987 oversight hearing and to explain how ERIC is ready, willing, and able to make a significant contribution to SMARTLINE, USA-Online, NREN, and other initiatives aimed at improving information access and use by teachers, administrators, parents, and students.

There are many positive developments to report since the last ERIC oversight hearing. Working cooperatively, personnel in the sixteen Clearinghouses, system support components, and OERI ERIC Program offices provide expanded services and products to an increasingly diverse user population. Thus, I am able to report that ERIC, the Educational Resources Information Center, is the most comprehensive education information system in the world. ERIC is a national information network involving the Federal government, university-based and private contractors, commercial publishing and database services, and libraries and information service providers throughout the world. The mission of ERIC is to meet the education information needs of:

- teachers
- administrators
- other education practitioners (e.g., guidance counselors, librarians)
- education researchers
- parents
- college and university faculty

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- students in undergraduate and graduate education training programs
- students in secondary schools
- practitioners in related fields (e.g., medicine, social service).

To fulfill this mission, ERIC now offers an impressive array of services, products, and systems for communications and dissemination. For example, to each of the user groups, ERIC offers:

- **direct responses to user questions**. Last year, the ERIC system responded to over 100,000 requests for information. Contact with ERIC is only a 1-800-USE-ERIC phone call away.

- **reference and retrieval services**. Services include literature searches, bibliographies, identification of popular documents, and referral to other information sources and providers.

- **the ERIC database**. The largest education database in the world, ERIC now contains over 750,000 records of documents and journal articles. Of the 5,600 computer databases available through over 850 vendors, ERIC was the third-most searched database in the country, the second-most searched database in academic libraries, and the most popular database used in public libraries. Online vendors report over 500,000 searches of ERIC in 1991, and several thousand university, school and public libraries already provide free computer access to ERIC via compact disc-read only memory (CD-ROM) systems).

- **multiple access points to the ERIC database**. Users can access the database in schools, libraries, district and regional centers, and even at home using low and high technologies (e.g., print and microfiche indexes, telephone connection to an online information service, CD-ROM).

- **outreach activities for specific audiences**. In the past few years, ERIC has worked hard to increase contact with practitioners through their associations. Last, ERIC staff participated in over 600 professional conferences and meetings, making 350 presentations, and sponsoring 100 exhibits. Currently over 500 professional organizations formally work as "Partners" with the ERIC system to help their constituents obtain relevant education information.

- **synthesis publications and targeted products**. Recognizing that user needs for information often vary in terms of comprehensiveness

and complexity, ERIC offers a full and diverse line of products. These include two-page digests of recent research findings and information on major topics (available in print and on computer systems in full-text), short pamphlets for parents, trends and issues papers, monographs, mini-bibliographies, pre-packaged computer searches, electronic bulletin boards, newsletters, *The ERIC Review* (new education journal), directories, and data files. In 1991, over 1.5 million ERIC products were distributed to the public.

User reactions to these ERIC services and products are highly favorable. Responses to a recent request for feedback from users of the Clearinghouse on Adult, Career, and Vocational Education are indicative of the comments that all Clearinghouses receive:

- a career counselor in private practice working with mid-life adults noted, "I respect the quality and concise approach your materials... Often I find the 1-2 page publications worthy of photocopying and giving to clients or as handouts at workshops...Just wanted to let you know you are appreciated -- even by the silent ones."

- a training and education program manager with Goodwill Industries wrote, "The latest batch of information I just received was so excellent that it prompted me to write you this note to thank you and your staff for excellent services...The information available from ERIC is especially valuable to organizations like mine...ERIC resources always contain accurate, complete, succinct information...replies to my requests are always prompt and complete, too. I will continue to utilize ERIC's resources for program development, project planning, and staff training with pleasure."

- a senior citizen stated, "I think the services you provide are invaluable–reaching out to everyone who requests them...You were generous and prompt in sending me so much material. Please accept my thanks and warm good wishes for the meaningful job you all perform to so many."

- a district-level administrator commented, "We have appreciated receiving multiple copies of ERIC materials. We regularly share materials with the middle and high school vocational education instructors in our district -- approximately 60 teachers. Good feedback."

More formal evaluations also confirm users' favorable reactions to ERIC:

- A "Fast Response" survey conducted in 1989 by NCES found that of the four major OERI programs, ERIC was the most recognized: 82 percent of respondents were familiar with ERIC, and 67 percent of all school districts receive ERIC services and products.

- A recent survey conducted by Access ERIC of current and potential ERIC users (1,184 completed forms from the 3,600 sent to members of professional associations) found that 90 percent of responding school administrators (180 out of 202) were familiar with ERIC , as were just under two-thirds of the policymakers (39 out of 59 responding) and half the classroom teachers (82 out of 163 responding). In terms of accessibility to ERIC, 90 percent of those responding (708 out of 787) felt ERIC was accessible to them when they needed education information.

- In terms of specific services and products: online ERIC services were rated favorably by 88 percent of the 745 persons responding (the remaining 12 percent had never used ERIC online); and 99 percent of the 453 respondent rating ERIC's document coverage, found it excellent or good.

While pleased with the overall recognition and favorable response to ERIC activities, ERIC personnel are aware that we can be doing even more. At the last systemwide meeting in November, ERIC Directors and OERI staff reaffirmed our commitment to providing education information services to practitioners and acknowledged the need to do a better job of reaching teachers. Specific recommendations for immediate and long-term initiatives to accomplish this include:

- **to place ERIC materials directly in schools and communities**. For example, the ERIC Clearinghouse on Rural Education has started to place ERIC on CD-ROM in some rural and Indian schools. These are heavily used and popular with administrators, teachers, and even students!

- **to provide the full-text of documents, digests, articles and other education information** through online, CD-ROM products, existing and developing national electronic networks. Practitioners need direct and easy access to the full-text of educational resources, and ERIC can meet this need.

- **to provide education information services and products to users on electronic networks**. Computer networking–locally, nationally, and internationally– is exploding faster than anyone imagined. ERIC staff are already interacting with educators and researchers through networks. In the future, ERIC can play a major role in providing network education information services to faculty, students and staff in education institutions at all levels. This includes an active role for ERIC in relation to SMARTLINE, USA-Online, and NREN.

- **to expand products that synthesize the research that can directly related to practice**. ERIC provides concise, understandable summaries of research and practice on key topics of interest to teachers and parents through digests and conclusion brochures. It is desirable to increase the number and dissemination of such products.

- **to expand coverage in the ERIC database to include commercial and non-print materials** (including books, computer software, statistical databases, video), and better and more systematic journal coverage.

Some of these initiatives can be accomplished through cooperative arrangements with commercial vendors, professional associations, or non-profit agencies, e.g., providing full-text ERIC resources. However, most of these important improvements are well beyond the capacity of existing budgets, e.g., increasing the number and dissemination of digests and conclusion brochures, placing ERIC resources directly in schools and communities, expanding direct user services to include interacting with teachers, students, and other users of electronic networks. This would be money well-spent and would directly fulfill stated Congressional and administration goals of disseminating information to practitioners.

In the limited remaining time, I wish to clear up two lingering misconceptions about ERIC and to emphasize the capabilities of ERIC.

One often-voiced and erroneous statement is that ERIC is only for researchers and graduate students. This is simply not true. Approximately *one-half* of the 100,000 annual requests for information to ERIC Clearinghouses and support components come from teachers and administrators. After the review activities of 1987 and the establishment of new contacts, the ERIC system committed itself to providing services and products to education practitioners and parents. And ERIC has done so. In fact, it was the ERIC system that proposed, in 1987, the creation of Access ERIC, a new system component designed to coordinate ERIC's outreach, dissemination, and referral services to practitioners and parents.

Requests from practitioners and parents to all ERIC components come via telephone, mail, electronic mail and in-person visits or at conferences. Teachers and administrators typically ask for information on exemplary programs or practices, curriculum or instructional approaches, research findings and statistics for decision-making, or explanations of educational terms or "hot topics." Parents often want to know about the potential impact of a certain factor on their children, what is meant by a particular new educational practice or development, or which federal, state, or local agencies to contact for a particular need, and ERIC is able to answer all these questions and more.

In addition, ERIC produces a full range of publications specifically targeted to administrators, teachers, and parents. *The ERIC Review*, ERIC Digests, monographs, and Conclusion Brochures reach hundreds of thousands of teachers, administrators, and policymakers. Sample titles indicate the high usefulness of these materials to these audiences:

- *The Teachers' Role in the Social Development of Young Children* (monograph published by the ERIC Clearinghouse on Early Childhood Education)

- *Improving the School-Community Connection for Poor and Minority Students* (monograph published by the ERIC Clearinghouse on Urban Education)

- *What Do Parents Need to Know About Children's Television Viewing?* (Conclusion Brochure published by Access ERIC)

- *Family Living: Suggestions for Effective Parenting* (a collection of short, reproducible articles, on early education, care, and child development for parents of preschoolers, accompanied by ERIC digests and an ERIC search, published by the ERIC Clearinghouse on Early Childhood Education)

- *Educating Homeless Children* (digest published by the ERIC Clearinghouse on Urban Education)

- *School Leadership: Handbook for Excellence* (monograph published by the ERIC Clearinghouse on Educational Management).

Misconception number two is that ERIC is "just" a database, and an archival database at that. Certainly the foundation for all ERIC services and products is its database, as noted, the largest database of educational information in the

world. However, the ERIC database is a "gold mine" of relevant and timely resources, containing thousands of program descriptions and evaluations, conference proceedings, curriculum materials, research studies, bibliographies, government reports and more. A majority of these materials directly relate to the daily concerns and interests of teachers, administrators and parents.

Furthermore, the full range of services and products described above clearly demonstrate that the ERIC system is more than just a database in intent, design, and active delivery. ERIC is highly successful in doing what it was intended to do.

In terms of the future, in addition to its own initiatives, ERIC is in a position to do whatever the Congress, the Department of Education, or OERI deem appropriate and useful. Working closely with representatives of the Clearinghouses and support services, Robert Stonehill, the OERI Director of ERIC, leads a program that is able to respond to directives, defined needs, and new opportunities in a timely and highly competent fashion. In many ways, ERIC is unique among OERI entities–it is decentralized for subject expertise, services, and product creation and delivery, but unified and coordinated in responding to needs and new initiatives. Each ERIC Clearinghouse has a unique expertise in relation to audience, subject area, and scope, but in contacts with individual or organizational users, every ERIC component assumes systemwide responsibilities. The Clearinghouses are committed to helping constituencies in each scope area and to working cooperatively to present a coordinated, national effort to disseminate educational information.

Again, ERIC is positioned to respond as a system to whatever initiatives the Department and Congress choose. We span the full range of information functions–gathering, access and retrieval, synthesizing, communicating. The taxpayers' money is well spent in ERIC. I encourage you to invest in new challenges and resources for ERIC.

In closing, I offer a personal note. As an associate professor of Information Studies, I can expend my time and effort in many different ways. Every day I am faced with new opportunities to teach, conduct research, write, present, and consult. Time is my most precious asset. Yet I *choose* to spend a significant portion of my time working in ERIC. Why? Because it is highly meaningful, highly effective, and highly rewarding. ERIC works. Every day, my Clearinghouse and others provide important services and products that make a difference. My ERIC work is as important as any other teaching or research activity that I could do. I am proud to be associated with ERIC.

Thank you.

TESTIMONY BEFORE THE SUBCOMMITTEE HEARING ON THE REAUTHORIZATION OF THE OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT (OERI)

by Michael B. Webb, Ed.D., Director
Education and Career Development, National Urban League

Mr. Chairman and members of the Committee, I appreciate this opportunity to comment on "The America 2000 Special Community Assistance Program." This proposed delivery system would create a new vehicle for communities to benefit from the results of research, development and effective practice, and would provide a catalyst for the coordination of a variety of efforts to improve education.

Though public education is undergoing radical changes, the changes are not always apparent to those on the front line of education: students, teachers and administrators. Those who lament in public forums that the effects of the reform movement have not touched their community are wrong. The nation as a whole has passed the threshold of a new era. Changes in society occur slowly; the effects are often subtle and imperceptible.

The nation's movement towards national education goals, assessment and certification has had an effect on the teacher pool, on decisions about what states and local communities will require be taught, and on the nature of the assessment to determine what students are learning. The reform movement has and will increasingly place stresses on an already exhausted system of public education. Throughout the nation, parents, teachers, youth service providers, local and state policy makers and administrators join a common refrain, "we are expected to do more, with less, but where is the relief and where is the national leadership?"

Too often, the diverse and often disparate efforts to provide "relief" either work at odds with one another, do not reach those for whom succor is intended, or do not adequately address the need for which they were intended. Often, these efforts, though well-intended, drain valuable resources by duplicating services and programs undertaken more efficiently elsewhere.

The proposed District Agent Education Extention Program offers the potential for providing local communities with "relief." The program would establish a district agent in economically distressed areas who would identify local efforts, resources and services, and provide a mechanism for coordination. In general, even the poorest community possesses resources that are underutilized. Simply put, one of the major reasons for this is that people do not talk with one another and are often unaware of what various groups and institutions have to offer. The District Agent could bring people together to develop a coordinated response to identified local needs. The agent could help to coordinate the resources of organizations and institutions outside the school, including the OERI Labs and Centers, universities, business and industry and federal agencies, to begin to create a coherent plan for supporting public education reform.

Having expressed my support for the proposal, I would like to offer a few concerns. My first concern is that the leadership and direction of OERI have often lunged precariously in the direction of emerging political agendas. The inconsistency of the vision and leadership of OERI has hindered the Office in its pursuit of the founding mission. The DAEEP should not become another vehicle for mobilizing local special interest groups in order to advance partisan political agendas.

Second, it is a mistake to assume that federal, state and local officials, as well as faculty of institutions of higher education and the business community understand the educational needs of students from economically poor backgrounds. Some do and some do not. The DAEEP should not reinforce the practice of reshuffling existing alliances using the same playing cards. In order for the program to be genuinely effective, the District Agent must establish and maintain meaningful relationships with local communities and community-based organizations and institutions.

Finally, one of the roles of the District Agent should be to work with local organizations, businesses and institutions to develop the resources to place information data bases in every school. While we live in an information age, the curriculum in most of our schools is based upon books. Students and teachers should have direct access to the integral tools of the information society: information systems. Most students, and particularly those in the economically poorest schools, are being denied access to information systems because of the inadequate funding for public education. One role of the District Agent must be to create new funding opportunities for schools. In particular, ERIC must become a standard resource of schools.

Several years ago, many of us became excited at the announcement of the ERIC School Disk. This product was intended to capture carefully selected, full text information from the ERIC data base in order to eliminate the unwieldy processes that currently characterize access to ERIC. The Disk would provide educators and students with an extensive array of curriculum resources to support teaching and learning in almost every subject, thus, providing a low-cost enrichment of the school program. Once the Disk is made available, it and the technology required to support it, must be provided to public schools and particularly those in low-wealth areas.

The DAEEP, if adopted, could provide the answer to the question many have asked for the last twelve years: "where is the relief, and where is the leadership?"

Testimony

Before the
Committee on Education and Labor
Subcommittee on Select Education

With Respect to

The Reauthorization of the
Office of Educational Research and Improvement

March 18, 1992

Submitted by
Stanley D. Zenor
Executive Director
Association for Educational Communications and Technology

Mr. Chairman and Members of the Committee:

Thank you for the opportunity to appear today to express the Association for Educational Communications and Technology's view on the reauthorization of OERI, and in particular on the technology component contained in the reauthorization. The Association for Educational Communications and Technology (AECT) is a national professional association representing members working at all levels of education. AECT members are involved in the improvement of instruction through the systematic application of instructional technology to the learning process.

I want to state that AECT strongly supports legislation that will increase the application of instructional technology in our nation's schools. Instructional technology provides a means of changing what happens in the classroom, a means of creating equity in education, and a means of providing access to a wide variety of information resources.

Instructional technology is not a computer, satellite dish, or piece of educational software. Instructional technology is a process that involves the application of learning theory, educational hardware and software, internal and external resources, and evaluation to a desired learning outcome. Through the application of instructional technology, learning situations can be created to meet the unique and individual needs of multiple learners within the

same classroom. The process of instructional technology assists teachers and school administrators in modifying the classroom curriculum and developing new classroom curricula to meet the rapidly changing needs of today's schools.

I am pleased that the legislation being discussed today and the OERI budget request recognizes the intregal roles instructional technology and the Library Media Center have in the improvement of our nation's schools and education of our students. The mission of the Library Media Center, staffed by professional Library Media Specialists, is to provide the services and support necessary to integrate instructional technology in the school's curriculum, serving students, teachers, and administrators.

Both H.R. 4014 and the reathorization request of OERI recognize that as schools search for ways to improve, a wide variety of information is needed to guide their efforts. H.R. 4014 and its provision for "USA On-Line" and the administration's OERI reauthorization request containing its provision for SMARTLINE share the common goal of developing a system for the dissemination of information that can be used by teachers, administrators, parents, and the general public to improve the learning of today's students. The approaches proposed, however, appear to differ greatly. Additionally, it appears that neither H.R. 4014 or the OERI proposal take into account the infrastructures necessary to support the proposed systems.

The issues of educational access and equity must be addressed during the course of discussion on this legislation. Many schools, particularly elementary schools, do not have an outside telephone line in the Library Media Center. Additionally, many schools do not have computer equipment for telecommunications in the Library Media Center. Without these two basic pieces of technology, teachers, administrators, parents, and students will be denied access to the electronic databases being proposed.

Many districts that do not yet have full-time Library Media Specialists in their schools, particularly elementary schools level. The absence of a full-time professional in the Library Media Center creates another obstacle in the utilization of the proposed electronic databases. Although "Online USA" and SMARTLINE are envisioned as being user-friendly, individuals using either system will need assistance. It takes specialized skill to search an electronic database to locate specific information within the massive holdings of any database. Asking the database for information on teaching fractions to elementary students could result in hundreds of citations. Successful database searching requires specialized skills - skills that Library Media Specialists have and can teach to other users. Locating the appropriate citations or information within a database is, however, only the beginning of the process.

Once the citations are identified, the full text of the citation reference is generally needed. This will entail either retrieving it in the form of hard copy, or locating it using an advanced feature of an electronic database. Once the information is retrieved, it must be integrated into the schools curriculum, and resources to support the curriculum change must be created or acquired. The information must be put into use if it is going to have any effect upon improving the education of our students. To accomplish this requires an infrastructure that many of our schools do not currently have.

We already have an outstanding electronic database system serving education in the form of ERIC. The basic mission of ERIC is to collect and disseminate information pertaining to education. ERIC serves a wide constituency that includes teachers, administrators, researchers and students. In addition to its electronic database, ERIC provides a wide range of customized services including specialized bibliographies, digests and reports on specialized and often requested topics. In addition to providing this information as a result of routine requests, this information is also disseminated to educators through professional association publications and presentations at conferences and conventions. I would like to suggest that the existing resources of ERIC be utilized as the core of any electronic database dissemination system developed in the form of "Online USA" or SMARTLINE. It would appear that by utilizing

ERIC, funding that might otherwise be used to develop graphical interfaces between multiple databases and the creation of new databases could be used to further the dissemination of information about teaching and learning to teachers, school administrators and parents. Rather than funding the development of new electronic networks, funding could be directed at providing the basic infrastructure necessary, such as telephone lines, the appropriate computer hardware and equipment to assure access to the database in not only our country's richest schools but also in the schools where the information need is probably the greatest - our underfunded and underfinanced schools. Additionally, the available funding could also be directed at providing the necessary support staff within our schools to assist teachers, administrators, and parents in utilizing this information.

The goal of providing a database of information on teaching and learning for educators and parents is clearly a positive step in the process of improving the education of our students. We must, however, do more than simply provide the information. We must be certain that the infrastructures are available to make the information accessible and to translate the information into action in order to have a positive impact upon the education of our students today and in the future.

LETTER TO THE EDITOR

The July 1990 issue of *Urban Education* contained an article by Manual Lopez titled "Current Index to Journals in Education – Feet of Clay?" (pp. 138-142).

Although the article is helpful in calling attention to certain problems with CIJE, it contains certain inaccuracies or misleading statements that should be corrected.

1. To say "CIJE has been spared the negative comments usually directed toward the policies, organization, indexing, and the other services of ERIC" (p. 139) creates a misleading impression that ERIC receives nothing but negative criticism. That is quite far from the mark, and ERIC has received praise for many aspects of its work. We believe that the author meant to say simply that examination and analysis of CIJE has lagged behind review of ERIC's other parts, which is true.
2. To say that "Two Clearinghouses, the focus of user criticism and dissatisfaction, have had their contracts awarded to other organizations" (p. 140) creates a misleading impression that the contracts were changed punitively, for faulty performance. In point of fact, ERIC Clearinghouse contracts are competed regularly and are awarded on the basis of the best technical and cost proposals, and that is what happened during the last two contract shifts.
3. The list of 65 journals that it is claimed are not covered by CIJE during the period 1983-1988 contains numerous mistakes or failures to tell the whole story. Sixteen of the journals (25%) are well covered by CIJE and simply should not be on the list: We don't know why they were not found during the author's search. The best example is *Learning Disability Quarterly*, which has over 337 hits on the CIJE file, many from the 1983-1988 time frame. Seven of the journals (11%) experienced name changes and are on the file under their new names. An example is *Audiovisual Instruction*, now known as *Tech Trends*. Seven journals (11%) are foreign and were dropped from coverage deliberately because of their limited availability in the United States.
4. Most journals covered by CIJE are covered selectively, not comprehensively. Articles are selected on the basis of their education relatedness and their quality. Sometimes no article is selected from a given issue. Although the issue of selectivity versus comprehensiveness is certainly debatable, the current practice has a decided impact on what one can find in CIJE and should have been mentioned in the article.
5. There are 15 journals (23%) whose individual articles are on the CIJE file, but whose journal titles contain one or more special characters (e.g., slash) that SilverPlatter was apparently not able to process properly and that, therefore, are not indexed and retrievable by journal name. In other words, the articles can be retrieved by author, words in title, or descriptors/identifiers, but not by journal title. This is apparently the first time this SilverPlatter system flaw has been detected, and we will immediately take steps to work with SilverPlatter to correct it.

In summary, we are grateful for the article because it has caused us to detect a serious vendor system problem. It may also stimulate action toward a needed "CIJE Coordinator" who would be responsible for the set of journals covered by CIJE. However, we are disturbed by the inaccuracies in the article and hope that you can print this reaction in order to set the record straight.

– Ted Brandhorst, Director
ERIC Processing and
Reference Facility

EDITOR'S NOTE: *We appreciate this letter from Mr. Brandhorst. Normally, we would have published it alongside a response from the author of the original article, Mr. Manuel Lopez. Unfortunately, Mr. Lopez passed away recently.*

URBAN EDUCATION, Vol. 27 No. 2, July 1992 212-213
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Attachment 32-1
Attachments

OPTICAL DISCS IN LIBRARIES:

Use & Trends

by Ching-chih Chen

Learned Information, Inc.
Medford, NJ
1991

1304

- ERIC
- InfoTRAC
- PsycLit
- Books in Print Plus
- ABI/INFORM

Yet, the five most popular CD-ROM titles for public libraries and special libraries in 1988 were quite different from the above 5 titles. As shown in Figures 8-10, for public libraries, the most popular titles related heavily to those acquisition and cataloging titles, such as *Books in Print+*, *BiblioFile*, *LaserCat* and *Le Pac*. When the aggregated top five popular titles of all three types of libraries were grouped together as shown in Figures 8-10, the differences among these three types of libraries were very clear. The most popular title in academic libraries in 1988, ERIC, was hardly used in public libraries, but remained popular among special libraries. MEDLINE surged to become the most popular product among special libraries, but with rather low use in public libraries. This was understandable considering 35 of the 80 special libraries (see Table 5) indicated they were medical or hospital libraries.

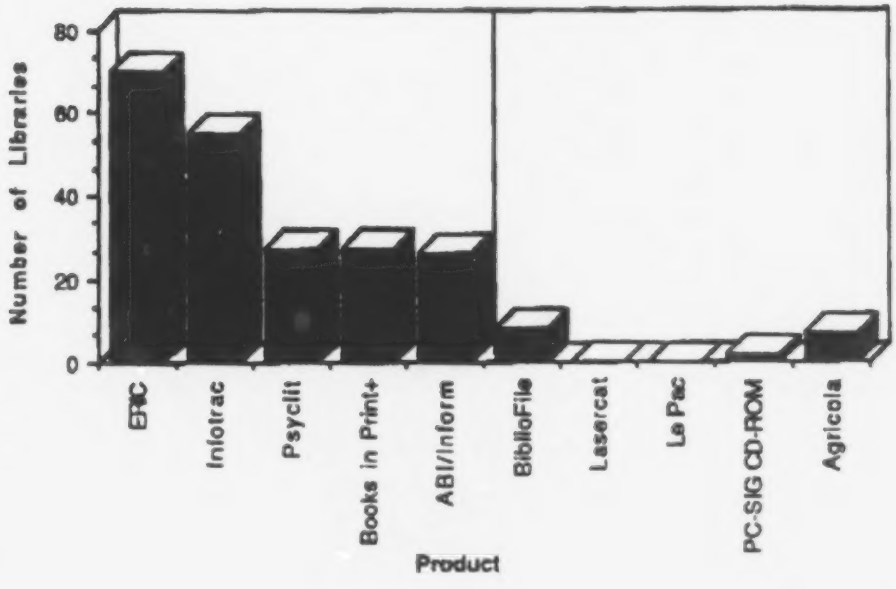

Figure 8. The Five Most Popular CD-ROM Titles in American Academic Libraries (The right five were popular titles used in other types of libraries)

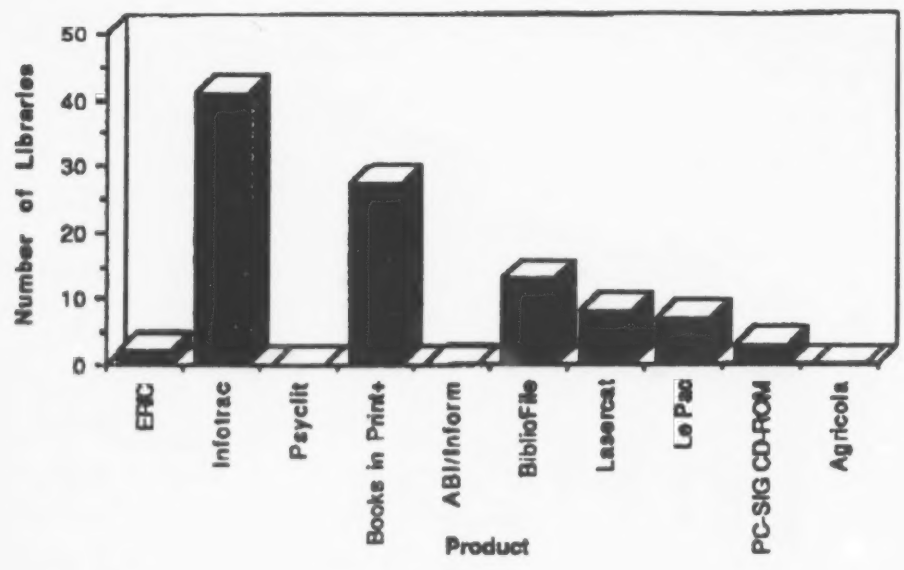

Figure 9. How the Popular CD-ROM Titles in Academic Libraries Used in American Public Libraries

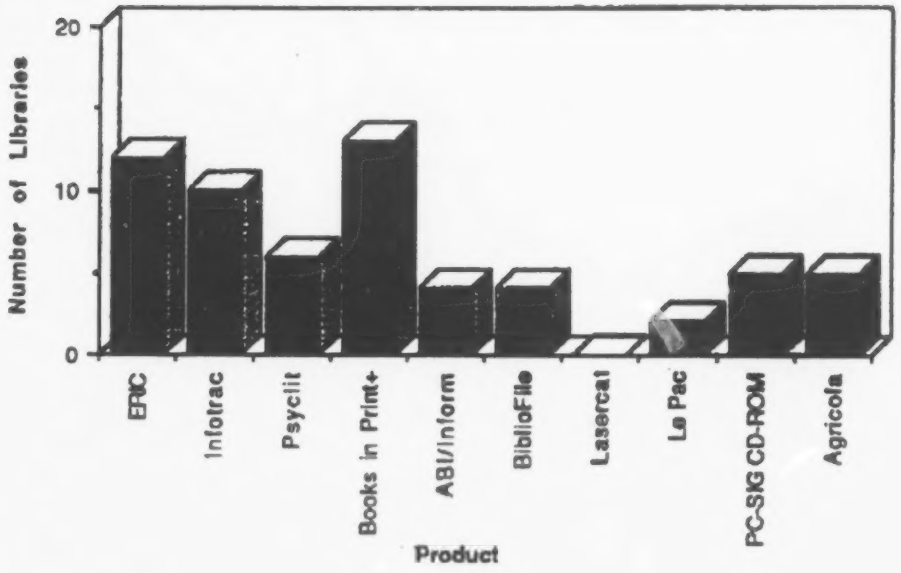

Figure 10. How the Popular CD-ROM Titles in Academic Libraries Used in American Special Libraries

1806

Figure 11 further illustrates the use of the seventeen most popular optical products in American academic libraries (in black bars) and their corresponding uses in public and special libraries in 1988. When the 1988 composite data were analyzed, the top fourteen most popular titles could be generated as shown in Figure 12.

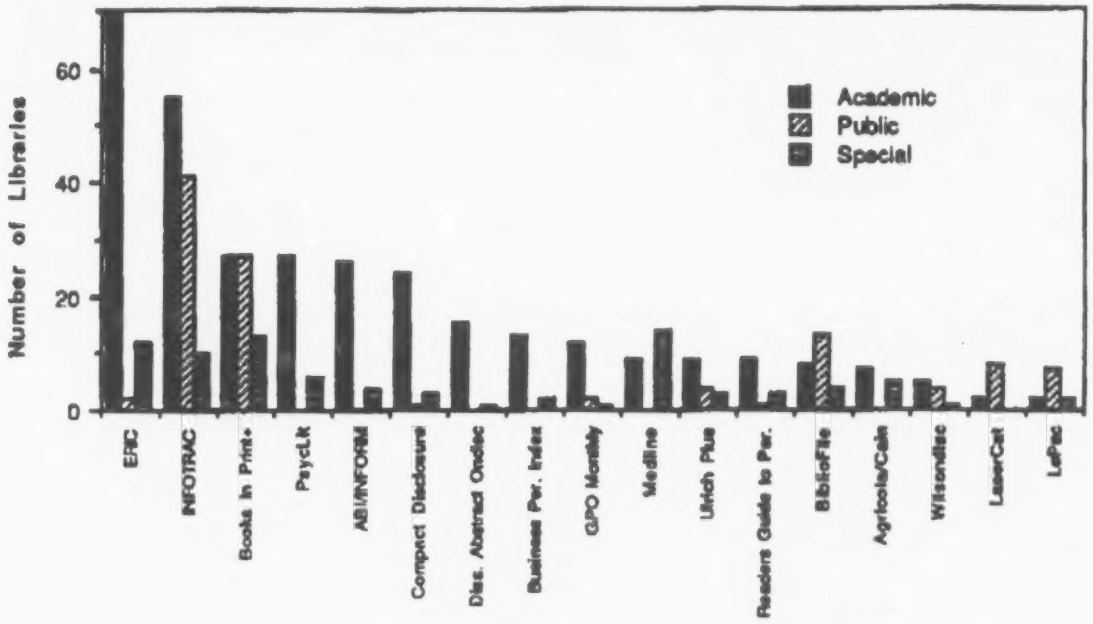

Figure 11. The Most Popular CD-ROM Titles in Academic Libraries As Compared with Those in Public and Special Libraries - 1988 Data

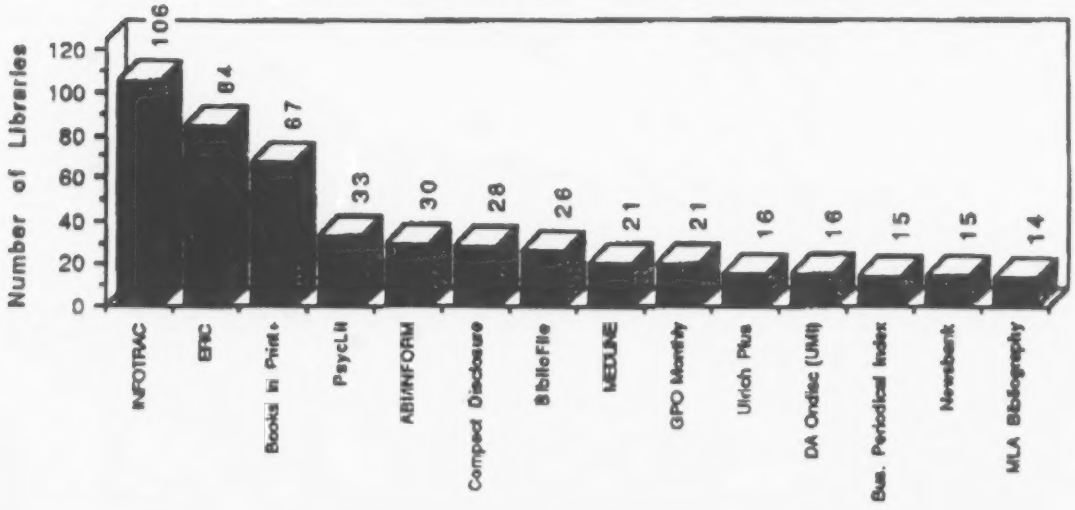

Figure 12. The Most Popular CD-ROM Titles in American Libraries (Based on the Composite 1988 Data)

ORYX

August 10, 1992

CIJE SOURCE JOURNAL INDEX UPDATE FOR OCT92

Additions

SP Obesity & Health

July 24, 1992

CIJE SOURCE JOURNAL INDEX UPDATE FOR SEP92

Additions

CE Educational Gerontology

June 21, 1992

CIJE SOURCE JOURNAL INDEX UPDATE FOR AUG92

Additions

EA ERS Spectrum

Middle School Journal

FL Language and Cognitive Processes

Language Quarterly

Slavic and East European Journal

Applied Language Learning

Journal of Second Language Writing

Issues in Applied Linguistics

HE Journal of Postsecondary Education and Disability

Journal of Marketing for Higher Education

IR International Journal of Instructional Media

International Yearbook of Educational and Training Technology

Proceedings of the ASIS Annual Meeting

SE Advances in Physiology Education

American Mathematical Monthly

Australian Science Teachers Journal

Biochemical Education

Bioscience

Buzzworm

Chemecology

Education in Science

Environmentalist

Garbage

Green Library Journal

International Environmental Affairs

International Journal of Environmental Education and Information

International Journal of Science Education

Journal of Biocommunication (JBC)

Journal of Elementary Science Education

Journal of High School Science Research

Journal of Mathematical Behavior

Journal of Science Education and Technology

Journal of Science Teacher Education

Mathematics Magazine

Medical Teacher

Mercury

Our Planet

Population Education in Asia and the Pacific Newsletter and Forum

Primus

Quantum

Science Probe

Science Scope

Science, Technology and Human Values

Nature

Environmental Ethics

SP Therapeutic Recreation Journal

TM Psychological Test Bulletin

Deletions

CS Civic Perspective

IR Academic Computing

SE AAPT Announcer

Analytical Chemistry

Bulletin of Atomic Scientists

Chemical and Engineering News

Children and Animals

Classroom Computer Learning

Current: Journal of Marine Education

Environmental Education and Information

For the Learning of Mathematics--An International Journal of Mathematics Education

InCider

International Journal of Mathematical Education in Science and Technology

Journal of Environmental Health

Journal of Science and Mathematics Education in Southeast Asia

KIND

KIND NEWS JRS. & SRS.

Mathematics Teaching

NatureScope

OECD Observer

Personal Computing

Physiologist

Physiology Teacher

Technological Horizons in Education Journal

Name Changes

CS Western Journal of Speech Communication to Western Journal of Communication

SE Journal of Agronomic Education (JAE) to Journal of Natural Resources and Life Sciences Education

SO Soviet Education to Russian Education and Society

SP Health Values: Health Behavior, Education & Promotion to Health Values: The Journal of Health Behavior, Education & Promotion

May 22, 1992 CIJE SOURCE JOURNAL INDEX UPDATE FOR JUL92

Name Changes

CS Technical Writing Teacher to Technical Communication Quarterly

Deletions

EA Educational Planning

West's Education Law Reporter

Additions

FL Journal of Intensive English Studies

IR Instruction Delivery Systems

Annual Review of Information and Science Technology (ARIST)

Educational Media and Technology Yearbook (EMTY)

School Library Media Annual (SLMA)

UD Journal of Research in Education

Future of Children

April 20, 1992 CIJE SOURCE JOURNAL INDEX UPDATE FOR JUN92

Name Changes

EC Journal of Reading, Writing and Learning Disabilities International to Reading and Writing Quarterly: Overcoming Learning Difficulties

March 16, 1992 CIJE SOURCE JOURNAL INDEX UPDATE FOR MAY92

Journal Additions

FL Journal of Asian Pacific Communication

TESOL Journal

PS Early Education and Development

Journal of Computing in Childhood Education

SP Eta Sigma Gamman

Health Values: Health Behavior, Education & Promotion

UD Teaching Tolerance

February 17, 1992 CIJE SOURCE JOURNAL INDEX UPDATE FOR APR92

Journal Additions

CS Teaching Threatre

EA School Community Journal

Thresholds in Education

IR Interactive Learning International

Knowledge: Creation, Diffusion, Utilization

Name Changes

CS Freshman English News to Composition Studies/Freshman English News

January 20, 1992 CIJE SOURCE JOURNAL INDEX UPDATE FOR MAR92

Journal Additions

CG Family Psychologist

Awareness: The Journal of the Colorado Association for Counseling and Development

CS Ohio Reading Teacher

HE Journal for Higher Education Management

Higher Education Research and Development

Name Changes

HE Journal of the Society of Research Administrators to SRA Journal of the Society of Research Administrators

RC Outdoor Communicator to Pathways to Outdoor Communication

January 15, 1992 CIJE SOURCE JOURNAL INDEX UPDATE FOR FEB92

Journal Additions

EA Schools in the Middle

FL College ESL

Language, Culture, and Curriculum

Language and Education: An International Journal

IR Electronic Networking: Research, Applications and Policy

UD Journal of Urban and Cultural Studies

Name Changes

CS Pre/Text: An International Journal of Rhetoric to Pre-Text: A Journal of Thetorical Theory

School Press Review to Student Press Review

*** CIJE MONTHLY REPORT - SEP92 I.CIJE1 ***09:18:27 07 AUG 1992 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	101	24	7	996
CG	112	10	0	1382
CS	115	22	5	1600
EA	100	9	0	1056
EC	139	18	0	1413
FL	76	10	3	639
HE	81	12	0	1178
IR	185	25	1	1249
JC	32	3	14	272
PS	65	4	8	732
RC	48	6	10	391
SE	132	18	15	899
SD	75	11	0	886
SP	71	11	2	695
TM	53	9	0	690
UD	37	8	1	554
GRAND TOTALS	1422	200	66	14625

*** CIJE MONTHLY REPORT - AUG92 I.CIJE2 ***11:47:08 20 JUL 1992 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	102	24	5	895
CG	155	18	0	1270
CS	108	14	0	1485
EA	111	11	12	956
EC	140	16	0	1274
FL	58	11	0	556
HE	160	19	8	1097
IR	180	41	3	1064
JC	15	2	0	240
PS	69	8	0	667
RC	39	9	4	343
SE	104	13	6	767
SD	100	17	3	811
SP	80	16	5	624
TM	64	8	0	637
UD	50	8	0	517
GRAND TOTALS	1535	235	46	13203

Attachment 35-1

Attachments

*** CIJE MONTHLY REPORT - JUL92 I.CIJE1 ***11:19:50 10 JUN 1992 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	138	31	10	793
CG	218	20	0	1115
CS	163	19	11	1377
EA	144	11	13	845
EC	217	25	0	1134
FL	87	10	14	498
HE	149	18	12	937
IR	158	27	10	884
JC	43	5	0	225
PS	81	7	2	598
RC	32	5	7	304
SE	131	9	67	663
SO	100	22	1	711
SP	73	13	7	544
TM	77	4	4	573
UD	53	13	0	467
GRAND TOTALS	1864	239	158	11668

*** CIJE MONTHLY REPORT - JUN92 I.CIJE2 ***18:32:46 13 MAY 1992 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	140	24	17	655
CG	179	19	0	877
CS	222	29	9	1214
EA	146	14	0	701
EC	266	32	0	917
FL	72	8	11	411
HE	125	15	4	708
IR	79	21	5	726
JC	41	4	0	182
PS	90	8	2	517
RC	41	5	9	272
SE	102	8	4	532
SO	124	17	2	611
SP	88	13	2	471
TM	87	7	4	476
UD	68	12	0	414
GRAND TOTALS	1870	238	69	9804

Attachment 35-2

Attachments

*** CIJE MONTHLY REPORT - MAY92 I.CIJE1 ***13:41:39 23 MAR 1792 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	79	23	8	515
CG	136	9	0	718
CS	196	22	0	972
EA	154	15	1	555
EC	118	16	0	651
FL	97	14	0	339
HE	130	17	5	663
IR	109	25	0	647
JC	38	4	0	141
PS	102	11	0	427
RC	55	6	24	231
SE	99	11	5	430
SO	100	19	1	487
SP	88	19	10	393
TM	55	6	8	409
UD	46	13	0	346
GRAND TOTALS	1602	230	62	7934

*** CIJE MONTHLY REPORT - APR92 I.CIJE2 ***14:27:30 13 MAR 1992 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	136	32	7	436
CG	132	15	0	582
CS	177	26	17	796
EA	90	9	1	401
EC	148	13	0	533
FL	74	12	3	242
HE	189	23	0	533
IR	132	33	5	538
JC	43	6	0	103
PS	132	11	0	325
RC	51	10	9	176
SE	86	7	21	331
SO	100	19	0	387
SP	87	14	3	295
TM	134	10	0	354
UD	115	13	5	300
GRAND TOTALS	1826	253	71	6332

*** CIJE MONTHLY REPORT - MAR92 I.CIJE1 ***07:58:52 04 FEB 1792 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	123	23	10	300
CQ	82	9	0	450
CS	170	18	17	619
EA	95	11	0	311
EC	103	11	0	385
FL	55	9	0	168
HE	70	7	12	344
IR	135	40	0	406
JC	20	2	0	60
PS	51	5	0	193
RC	10	1	6	125
SE	65	8	10	245
SO	85	13	0	287
SP	40	5	6	208
TM	110	13	12	220
UD	61	13	0	185
GRAND TOTALS	1275	188	73	4506

*** CIJE MONTHLY REPORT - FEB92 I.CIJE2 ***15:57:31 03 JAN 1792 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	116	29	10	177
CQ	163	16	0	368
CS	309	35	52	449
EA	125	12	0	216
EC	141	16	0	282
FL	73	11	7	113
HE	151	16	0	274
IR	183	38	4	271
JC	33	3	0	40
PS	66	6	0	142
RC	54	8	12	115
SE	140	9	53	180
SO	113	16	2	202
SP	84	15	1	168
TM	64	8	0	110
UD	89	15	4	124
GRAND TOTALS	1994	253	145	3231

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CBIS FEDERAL INC.
7420 Fullerton Road, Suite 110
Springfield, Virginia 22153-2852
(800) 443-ERIC · (703) 440-1400
FAX (703) 440-1408

Dear CBIS Standing Order Customer:

We are pleased to provide you with the enclosed shipment of the July 1992 issue of Resources in Education (RIE) microfiche. In addition, we plan to begin sending the August 1992 issue of RIE microfiche in late August.

As you were informed within the letter sent with the June 1992 issue, a recent audit has resulted in a requirement for CBIS to begin collecting sales tax for the following states:

Alabama	Indiana	New York
Arizona	Kansas	Ohio
California	Kentucky	Pennsylvania
Colorado	Massachusetts	Texas
Dist. of Columbia	Maryland	Utah
Florida	Missouri	Virginia
Georgia	North Carolina	Washington
Illinois	New Jersey	West Virginia

CBIS sent a formal request for your institution's tax exemption certificate and information to your billing address on July 27. We do require receipt of this information before **August 15, 1992** otherwise we are required to charge sales tax for each of the states listed above beginning with the August issue of RIE microfiche. In addition, we do require tax exemption certificates from all of our customers, whether or not you may reside within one of the above listed states.

Lastly, you will find included within this shipment the following microfiche (post issue remakes) from the June issue, at no cost:

ED 340 989 (1 and 2 of 2)	ED 341 512 (1 of 1)
ED 341 584 (1 of 1)	ED 341 703 (1 and 2 of 2)
ED 341 745 (1 of 1)	

Thank you again for helping CBIS make EDRS successful and should you have any further questions or comments, please feel free to contact me or one of our Customer Service Representatives at 1-800-443-ERIC or (703) 440-1400; or fax your comments to (703) 440-1408.

Sincerely,

CBIS

Peter M. Dagutis
Director, EDRS

1822

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CBIS FEDERAL INC.
7420 Fullerton Road, Su[illegible]
Springfield, Virginia 22153-2852
(800) 443-ERIC · (703) 440-1400
FAX (703) 440-1408

Dear CBIS Standing Order Customer:

We are pleased to provide you with the enclosed shipment of the June 1992 issue of Resources in Education (RIE) microfiche. In addition, we plan to begin sending the July 1992 issue of RIE microfiche in late July.

A recent audit has resulted in a requirement for CBIS to begin collecting sales tax for states to be determined in the near future. When we know which states for which we will be required to collect sales tax, CBIS will request that you send us either a copy of your state tax exemption certificate or provide us with your tax exemption information. It is probable that the letter to be included within your July issue of RIE microfiche will provide you with further details.

Thank you again for helping CBIS make EDRS successful and should you have any further questions or comments, please feel free to contact me or one of our Customer Service Representatives at 1-800-443-ERIC or (703) 440-1400; or fax your comments to (703) 440-1408.

Sincerely,

CBIS

Peter M. Dagutis
Director

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CBIS FEDERAL INC.
7420 Fullerton Road, Suite 110
Springfield, Virginia 22153-2852
(800) 443-ERIC · (703) 440-1400
FAX (703) 440-1408

Dear CBIS Standing Order Customer:

We are pleased to provide you with the enclosed shipment of the May 1992 issue of Resources in Education (RIE) microfiche. In addition, we plan to begin sending the June 1992 issue of RIE microfiche on July 1.

Since it is coming to the end of the fiscal year for many of our customers, we have been receiving a large number of requests for proforma invoices to establish a prepaid Standing Order account with CBIS. To accomodate those customers who currently do not have a prepaid Standing Order account with CBIS, we are enclosing a proforma invoice for each of you within this shipment.

Many of our customers prefer this method of prepayment since it eliminates the need to process monthly invoices. We certainly are not requiring that a prepaid Standing Order account be established, therefore, payment of this proforma invoice is subject to your discretion. If your organization decides that a prepaid account would be beneficial, please make your check payable to CBIS, in U.S. funds, and payable through a U.S. bank. The address to which your check should be mailed can be found in the right hand corner of this letter.

Lastly, we have modified our accounting system beginning with the May 1992 issue. For those customers who have a prepaid Standing Order account, you will be receiving an "invoice" which will provide you with issue information, i.e. number of microfiche, range of ERIC document numbers, microfiche price, and shipping. In addition, you will receive a statement of your account reflecting your beginning balance, the above mentioned invoice shown as a debit, and your ending balance.

Thank you again for helping CBIS make EDRS successful and should you have any further questions or comments, please feel free to contact me or one of our Customer Service Representatives at 1-800-443-ERIC or (703) 440-1400; or fax your comments to (703) 440-1408.

Sincerely,

CBIS

Peter M. Dagutis
Director

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CBIS FEDERAL INC.
7420 Fullerton Road, Suite 110
Springfield, Virginia 22153-2852
(800) 443-ERIC · (703) 440-1400
FAX (703) 440-1408

Dear CBIS Standing Order Customer:

We are pleased to provide you with the enclosed shipment of the April 1992 issue of Resources in Education (RIE) microfiche. In addition, we are providing the 1991 cumulative index within this shipment. Please accept our sincere apologies for any inconvenience to your organization as a result of our delay in producing the cumulative index. In addition, CBIS expects to begin shipping the May issue in mid-June.

CBIS has also included post-issuance remakes of ERIC documents from the February, 1991; March, 1991; and March, 1992 issues within this shipment. These microfiche are provided to you free of charge and include the following documents:

ED 324 021	1 and 2 of 2
ED 324 151	1, 2, and 3 of 3
ED 324 400	1 of 1
ED 324 407	1 of 1
ED 324 446	1 of 1
ED 324 745	1 of 1
ED 337 942	2 of 3

Once again, CBIS will be attending the annual American Library Association (ALA) conference in San Francisco, CA from June 27 through June 30. CBIS will be demonstrating a new product and welcomes each of you who will be attending the conference to visit our booth. Last year, we received a large amount of feedback and suggestions from customers at ALA and we are hoping for the same this year. Please do not hesitate to communicate your thoughts and opinions to a CBIS representative at the booth.

Lastly, for those of you who are not attending ALA, we continue to encourage any feedback and suggestions you may have regarding EDRS and the quality of service CBIS provides. For those of you who have provided us with comments, thank you. We are still very interested in how each of you view our service.

Thank you again for helping CBIS make EDRS successful and should you have any further questions or comments, please feel free to contact me or one of our Customer Service Representatives at 1-800-443-ERIC or (703) 440-1400; or fax your comments to (703) 440-1408.

Sincerely,

CBIS

John E. Gracza
Director

1325

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7420 Fullerton Road, Suite 110
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(800) 443-ERIC • (703) 440-1400
FAX (703) 440-1408

Dear CBIS Standing Order Customer:

We are pleased to provide you with the enclosed shipment of the February 1992 issue of Resources in Education (RIE) microfiche. Unfortunately, due to a few processing delays, the 1991 cumulative index will be sent with the March issue of RIE microfiche instead of the February issue. CBIS expects to begin shipping the March issue in early-April.

New United Parcel Service (UPS) prices went into effect February 24, 1992. Domestic ground, UPS Next Day, and UPS Second Day Air service rates increased by an average of 5% and CBIS is currently in the process of revising our order form to reflect these changes. The February collection is the first collection shipped to you under the new shipping rates.

Lastly, we continue to encourage any feedback and suggestions you may have regarding EDRS and the quality of service CBIS provides. For those of you who have provided us with comments, thank you. We are still very interested in how each of you view our service.

Thank you again for helping CBIS make 1991 a successful year as the new EDRS contractor. Should you have any further questions or comments, please feel free to contact me or one of our Customer Service Representatives at 1-800-443-ERIC or (703) 440-1400; or fax your comments to (703) 440-1408.

Sincerely,

CBIS

John E. Gracza
Director

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FAX (703) 440-1408

Dear CBIS Standing Order Customer:

We are pleased to provide you with the enclosed shipment of the March 1992 issue of Resources in Education (RIE) microfiche. Unfortunately due to programming problems, we are unable to provide the 1991 cumulative index with this issue. Please accept our sincere apologies as we had originally informed you in previous letters that the index would be shipped with this issue. We are hoping that the index will be available to send with the May 1992 issue. In addition, CBIS expects to begin shipping the April issue in early May.

CBIS recently revised our order form to reflect the recent changes in the United Parcel Service (UPS) shipping rates. We have enclosed a copy of this order form for use within your library, please feel free to reproduce this form when needed or contact a Customer Service Representative specifying the amount required.

Just a reminder, CBIS serves a diverse group of customers with a wide range of requirements. In addition to providing copies of ERIC documents on microfiche and paper format, CBIS also supplies microfiche-related hardware and supplies, including, but not limited to, microfiche readers, reader/printers, microfiche storage cabinets, and envelopes. Just telephone one of our Customer Service Representatives for further information.

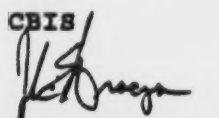
Also for those of you who may currently have incomplete collections of ERIC RIE microfiche and are interested in purchasing backfile collections of ERIC documents to complete or complement the collections you already have, I have included a copy of ERIC Ready Reference Number 11 which provides you with the pertinent microfiche statistics for each yearly collection, including price. Shipping is not included in these prices and we estimate $50.00 for each yearly collection shipped within the domestic United States. Please telephone one of our Customer Service Representatives if you require more information on backfile collections or a formal price quotation.

Lastly, we continue to encourage any feedback and suggestions you may have regarding EDRS and the quality of service CBIS provides. For those of you who have provided us with comments, thank you. We are still very interested in how each of you view our service.

Thank you again for helping CBIS make EDRS successful and should you have any further questions or comments, please feel free to contact me or one of our Customer Service Representatives at 1-800-443-ERIC or (703) 440-1400; or fax your comments to (703) 440-1408.

Sincerely,

CBIS



John E. Gracza
Director

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FAX (703) 440-1408

Dear CBIS Standing Order Customer:

We are pleased to provide you with the enclosed shipment of the January 1992 issue of Resources in Education (RIE) microfiche. In addition, the 1991 cumulative index will be sent with the February issue of RIE microfiche which you should receive in early-March.

New United Parcel Service (UPS) prices will go into effect February 24, 1992. Domestic ground, UPS Next Day, and UPS Second Day Air service rates will increase by an average of 5%. CBIS is currently in the process of revising our order form to reflect these changes. The February collection will be the first collection shipped to you under the new shipping rates.

Just a reminder, CBIS serves a diverse group of customers with a wide range of requirements. In addition to providing copies of ERIC documents on microfiche and paper format, CBIS also supplies microfiche-related hardware and supplies, including, but not limited to, microfiche readers, reader/printers, cabinets, and envelopes. You may telephone one of our Customer Service Representatives at 1-800-443-3742 or (703) 440-1400 for further information.

Lastly, we continue to encourage any feedback and suggestions you may have regarding EDRS and the quality of service CBIS provides. For those of you who provided us their comments, thank you. We are still very interested in how each of you view our service.

Thank you for helping CBIS make 1991 a successful year as the new EDRS contractor. Should you have any further questions or comments, please feel free to contact me or one of our Customer Service Representatives at 1-800-443-ERIC or (703) 440-1400; or fax your comments to (703) 440-1408.

Sincerely,

CBIS

John E. Gracza
Director

1828

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FAX (703) 440-1408

Dear CBIS Standing Order Customer:

Each of us at the ERIC Document Reproduction Service (EDRS) would like thank you for helping to make 1991 a successful year. When CBIS took over the EDRS contract, we set a goal to improve the service EDRS provides its customers. After we completed our transition into the EDRS contract, CBIS has made a few significant enhancements to the service, including:

- Higher quality microfiche, including improved resolution.
- Conversion to a blue-black film from a black film which is aesthetically more pleasing when viewing the microfiche.
- The new method of binding paper copies of ERIC documents in book form, which improved readability, storage, and is aesthetically more pleasing.
- Accessibility of our toll free telephone number from Canada.

CBIS is committed to continuing our effort to make significant improvements to our service. 1991 was certainly an interesting year for CBIS as the new EDRS contractor and with your continuing support and feedback we hope to make 1992 an even better year for our Standing Order Customers.

We are pleased to provide you with the enclosed shipment of microfiche for the December issue of Resources in Education (RIE) microfiche. CBIS expects to begin shipping the January 1992 issue in early-February. In addition, the 1991 cumulative index will be sent with the February 1992 issue of RIE microfiche which you should receive in early-March.

New EDRS prices went into effect January 1, 1992. The December issue is the first issue provided to you under the reduced price of $.109 per microfiche.

As we mentioned in our last letter, CBIS is currently in the process of preparing topical collections of current ERIC documents which are pertinent to the following topics:

- **AIDS Education**
- **Multicultural Education**
- **An ERIC 25th Anniversary Collection**

The AIDS and Multicultural Education products will be primarily relevant to elementary through high school teachers, administrators, and researchers, consisting of timely information relevant to program design/implementation and program evaluation. In addition, for students wishing to find out more about particular multicultural-related topics such as Black Studies or Hispanic American literature, special research collections will be available.

The ERIC 25th Anniversary Collection is a celebration of the ERIC program's 25th anniversary and traces the school's changing response to these societal trends: teenage pregnancy; children and families in poverty; bilingual education; and drug education. Each of these products will be available from CBIS in early 1992 (prices to be determined within the next few weeks). Please feel free to telephone one of our Customer Service Representatives for further information.

Lastly, we continue to encourage any feedback and suggestions you may have regarding EDRS and the quality of service CBIS provides. For those of you who provided us their comments, thank you. We are still very interested in how each of you view our service.

Again, thank you for helping CBIS make 1991 a successful year as the new EDRS contractor. Should you have any further questions or comments, please feel free to contact me or one of our Customer Service Representatives at 1-800-443-ERIC or (703) 440-1400; or fax your comments to (703) 440-1408.

Sincerely,

CBIS

John E. Gracza
Director

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EDRS/CBIS FEDERAL INC.
7420 Fullerton Road, Suite 110
Springfield, Virginia 22153-28
(800) 443-ERIC • (703) 440-140
FAX (703) 440-1408

Dear CBIS Standing Order Customer:

Each of us at the ERIC Document Reproduction Service (EDRS) would like to wish you a Happy Holiday and best wishes for the new year. It has certainly been an interesting year for CBIS as the new EDRS contractor and with your support and patience it has been a successful year.

We are pleased to provide you with the enclosed shipment of microfiche for the November issue of Resources in Education (RIE) microfiche. CBIS expects to begin shipping the December issue in early-January.

In our last letter, we mentioned that new EDRS prices will go into effect January 1, 1992. For your convenience, we have included within this shipment a revised order form which reflects the appropriate price changes. This form may be photocopied and used by your patrons when placing orders for ERIC Documents.

In addition, CBIS is currently in the process of preparing topical collections of current ERIC Documents which are pertinent to the following topics:

- **AIDS Education**
- **Multicultural Education**
- **An ERIC 25th Anniversary Collection**

The AIDS and Multicultural Education products will be primarily relevant to elementary through high school teachers, administrators, and researchers, consisting of timely information relevant to program design/implementation and program evaluation. In addition, for students wishing to find out more about particular multicultural-related topics such as Black Studies or Hispanic American literature, special research collections will be available.

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Lastly, we continue to encourage any feedback and suggestions you may have regarding EDRS and the quality of service CBIS provides. For those of you who provided us their comments, thank you. We are still very interested in how each of you view our service.

Again, best wishes for a joyous new year and thank you for helping CBIS make 1991 a successful year as the new EDRS contractor. Should you have any further questions or comments, please feel free to contact me or one of our Customer Service Representatives at 1-800-443-ERIC or (703) 440-1400; or fax your comments to (703) 440-1408.

Sincerely,

CBIS

John E. Gracza
Director

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(800) 443-ERIC • (703) 440-1
FAX (703) 440-1408

Dear CBIS/EDRS Standing Order Customer:

We are pleased to provide you with the enclosed shipment of microfiche for the October issue of Resources in Education (RIE). CBIS Federal expects to begin shipping the November issue in early-December. The October issue is the first issue that CBIS has shipped within our contractual turnaround time since we began operating the EDRS contract. In the months to come, we hope to reduce the length of time involved in processing the monthly collections of RIE microfiche.

CBIS would like to thank each of you who took the time to complete our technology survey. However, a large number of our Standing Order Customers (SOC's) have not yet completed our survey, therefore, we are extending the due date to **December 16, 1991.** Your input is vital to CBIS for our preparation of a comprehensive report of the requirements for alternate technologies. This analysis will be forwarded to the U.S. Department of Education for their review and the outcome will eventually benefit all users of ERIC and EDRS. All participants will be forwarded a copy of the results, when compilated, in early 1992.

In our last letter, we encouraged any feedback and suggestions you might have regarding EDRS and the quality of service CBIS provides. For those of you who provided us their comments, thank you. We are still very interested in how each of you view our service and encourage any and all comments and/or suggestions. As an example, CBIS recently received feedback from one of our On-Demand Order customers in Canada regarding the accessibility of our toll free number, **1-800-443-ERIC.** CBIS immediately researched the feasibility of this enhancement and our toll free number is now available to all of Canada. This change should certainly be more convenient for our Canadian customers when placing service and Standing Order account inquiries or ERIC Document orders.

Lastly, poor quality microfiche produced during the start-up of our contract, from the February, March, and April collections, will be replaced at no cost. Replacement copies are currently in process and we expect to send them to each Standing Order customer with the January 1992 microfiche collection which will be shipped in February. We apologize for the length of time it has taken to process these microfiche, but we felt that it was imperative to continue consistent shipments of the monthly collections during our transition period.

Due to a contractual obligation, new EDRS prices will go into effect January 1, 1992. For your convenience, we have included within this shipment a revised price listing which reflects the appropriate price changes.

Should you have any further questions or comments, please do not hesitate to contact me or one of our Customer Service Representatives at 1-800-443-ERIC or (703) 440-1400; or fax your comments to (703) 440-1408.

Sincerely,

CBIS

John E. Gracza
Director

Enclosure

EAB ERIC ADMINISTRATIVE BULLETIN

Volume: 17
Number: 1
Date: January 1993

Educational Resources Information Center, Office of Educational Research and Improvement, Washington, D.C. 20208

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ACTION ITEMS
Processing Advisories

National Education Goals Documents

Clearinghouses are reminded that documents dealing with one or all of the National Education Goals should have the Identifier "National Education Goals 1990" assigned. Some documents may discuss these goals without discussing "America 2000", so not all documents indexed "National Education Goals" will necessarily also have the Identifier "America 2000" assigned.

Please remember that the goals were developed jointly by the state governors and the Bush Administration. "America 2000" is the name of the national strategy proposed by the Bush Administration to implement the goals. The goals should never be described in the abstract as either "Bush's goals" or the "Administration's goals," since they were jointly developed with the state governors. Since President Clinton, while governor of Arkansas, was part of the original group that developed these goals, it is probable that Administration interest in them will persist.

Please also note that the National Education Goals Panel (NEGP) is a non-government entity; it is not a division of the Department of Education. It does receive some funding from ED, but should not be cataloged as "Federal."

Reproduction Release Forms Filmed with Documents (1993-)

The new procedure requiring inclusion of Reproduction Release Forms with documents began with documents announced in the January 1993 *Resources in Education* (RIE). For the most part, implementation of the new procedure has gone well. However, based on experience with the first two issues of RIE, the guidelines for Clearinghouses have been expanded and appear as **Attachment 1.**

Blanket Reproduction Releases (As Support for Reproduction Basis Form)

During the editing process, the Facility checks for the presence of a Reproduction Release Form (or Reproduction Basis Form). In some instances, a Specific Reproduction Release was obtained by a Clearinghouse when none was needed since an applicable Blanket Release already existed. Unless specifically stated in the *ERIC Acquisitions Arrangements List* (EAA), Blanket Releases with an organization such as a State Department of Education cover *all* subdivisions of that organization.

It is important that Clearinghouses consult the EAA before seeking a specific document release. Seeking a release for a specific document when none is needed causes unnecessary delays in processing and may cause misunderstandings in the event that the "signer" gives permission at a level different from the blanket arrangement. If you have any questions about an organization, please contact Gail Mathews, the ERIC Facility's Acquisitions Librarian.

Blanket Reproduction Releases (Reporting Blanket Arrangements to the ERIC Facility)

Clearinghouses are reminded that whenever a new blanket arrangement is established it should be reported as soon as possible to the Facility so that these arrangements will be included in the next *ERIC Acquisitions Arrangements List* (EAA) updates. Inclusion in the EAA generally reduces duplicative acquisition efforts.

As part of the editorial check of Reproduction Release status, blanket arrangements are checked in the *ERIC Acquisitions Arrangements List* (EAA) (and its updates). If an arrangement cited by a Clearinghouse arrangement is not found, the document's status is referred to Acquisitions for clarification. In most instances, the relevant Clearinghouse is contacted and asked to submit the cited arrangement information to the Facility.

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Scope Problems

Scope problems seem to surge and subside cyclically. We don't know what natural laws they are following, but the volume of recent returns to Clearinghouses indicates that some reminders are in order.

A. Documents That Are Not Education-Related

Remember that in order to be selected for the ERIC database a document *must* have some linkage to the field of education. If that linkage exists in the document, but is not obvious from the title, the connection should be spelled out in the abstract.

A lot of documents have been returned to Clearinghouses recently for being out-of-scope. They may deal with perfectly good subject-matter, (e.g., agriculture, gerontology, census data, journalism, third world medical problems, etc.), but not in an educational context or from an education viewpoint, or without containing any education data. Don't waste your time on a document that is not education-related. Help keep the ERIC database properly focused and avoid it becoming a catch-all.

B. Documents That Are Not Within the Scope of Your Clearinghouse

Just because a document has been sent to your Clearinghouse (by one of your blanket acquisitions arrangements or other organization) does not imply that it is necessarily within the scope of your Clearinghouse.

Every document must be evaluated on its own merits. If it is not within your scope, it should be transferred to the appropriate Clearinghouse.

Of course, we all realize that documents can overlap Clearinghouse scope areas. However, we are not talking about the "50-50" type of document. We are talking about the document that clearly belongs to another Clearinghouse. Don't be lulled by the fact that it came in the front door and is in your possession. Apply your selection criteria with a clear eye and unbiased judgment. Help keep each of the Clearinghouse segments of the ERIC database reasonably well defined.

...ERIC Program Office

ERIC

FY 1993 APPROPRIATION

The following notice was added by Central ERIC to the ERICDIR Listserve on October 5, 1992, providing the final ERIC appropriation figure for FY 1993.

> **We received today what I believe is the final appropriation mark for ERIC for FY 1993; $7,046,424. This is a reduction of about $128,000 from FY 1992; in comparison, both the Labs and the Centers got small INCREASES. Nevertheless, the times are tough and the FY 1993 budget is not disastrous—it's still more than we had two years ago.**

ERIC Clearinghouse Competition

The quinquennial competition for the ERIC Clearinghouses took place during the period December 1992/January 1993, with proposals in response to RFP-93-016 due January 29, 1993.

Slight name changes were made to five Clearinghouse names: **TM** ("Assessment and Evaluation"); **JC** ("Community Colleges"); **CG** ("Counseling and Student Services"); **EC** ("Disabilities and Gifted Education"); and **SP** ("Teaching and Teacher Education").

The *Education Daily* announcement of the competition and the RFP cover appear as **Attachment 2A and B.**

AskERIC

Starting November 1992, the ERIC Clearinghouse on Information Resources (IR) will begin AskERIC, a prototype INTERNET-based electronic question-answering, help, and referral service. AskERIC is intended to provide insight into: (1) the nature and extent of the information needs of K-12 educators; and (2) alternative approaches for delivering question-answering, help, and referral services to individuals over the INTERNET. AskERIC will begin its service with three selected state networks, including NYSERNET (New York State area), TENET (Texas), and SENDIT (North Dakota). Conclusions drawn from the project will help determine future roles for the ERIC system in meeting national education information needs.

AskERIC will receive questions from K-12 teachers, library media specialists, and administrators via the INTERNET. Within 48 hours, AskERIC will respond with an appropriate answer or referral response. ERIC Clearinghouses will be requested to provide information in their specialty areas to AskERIC users.

RAVITCH TO JOIN BROOKINGS INSTITUTION

Assistant Secretary of Education for Educational Research and Improvement Diane Ravitch announced January 12, 1993 that she has accepted an invitation to become a visiting scholar at the Brookings Institution in Washington, DC. While at Brookings, Ravitch will author a book about American education.

Prior to joining the Education Department in July 1991, Ravitch served as Adjunct Professor of History and Education at Teachers College, Columbia University.

Ravitch, an education historian and researcher is the author of numerous books on education, including *The Troubled Crusade*, *The Schools We Deserve*, and *The American Reader*.

ERIC DOCUMENT REPRODUCTION SERVICE (EDRS)

1993 Price List

EDRS has established a new set of prices for ERIC microfiche and reproduced paper copy, effective January 1, 1993.

Current subscription microfiche went from .109 to .110 per fiche card (diazo), an increase of 1%. Back collections microfiche (1966-1992) went from .138 to .141 per fiche card, an increase of 2%. Paper copy reproductions went from $3.20 per 25 page increment to $3.30, an increase of 3%.

The new 1993 price list appears as **Attachment 3.**

1993 Order Form

The new EDRS Order Form for 1993 reflects the new 1993 prices and postage/shipment costs. It appears in RIE beginning with the January 1993 issue and is also shown as **Attachment 4.**

ORYX PRESS

1993 CIJE Schedule

The CIJE Schedule for 1993 is provided as **Attachment 5.** The now familiar pattern is repeated: **Tuesday:** *CH to Facility*; **Thursday:** *Facility to Oryx*. Five week issues are scheduled for the February and July issues of CIJE. The Thanksgiving and Christmas weeks are treated as "no activity" weeks.

ACCESS ERIC

ACCESS ERIC — Recent Highlights and 1993 Plan of Activities

On August 1, 1992, the Department of Education awarded a new three-year contract to operate ACCESS ERIC to Aspen Systems Corporation.

The Aspen announcement of this award and its plan for year one (1993) activities is provided as **Attachment 23A.**

Recent highlights of ACCESS ERIC's activities include the following:

Electronic Networking

- ACCESS ERIC maintains a bulletin board on America Online (available through the Teachers' Information Network of the Learning and Reference folder). It includes general information about the ERIC System, the full text of the Conclusion Brochures, IR Digests regarding access to ERIC via the Internet, various product announcements, and a message center. Users are enthusiastic about the information available; in December alone, they downloaded nine files a total of 267 times. They are also eager for direct access to the ERIC database via America Online. AOL staff have promised to provide such access in early 1993.

- SURAnet, an organization of southeastern research universities that facilitates Internet access, is investigating ways to make the *ERIC Directory of Education-Related Information Centers*, the 1993 *ERIC Calendar of Education-Related Conferences*, and the 1993 *Catalog of ERIC Clearinghouse Publications* databases available on the 'Net. CompuServe has also expressed an interest in making these databases available to their users. ACCESS ERIC and CompuServe will meet in late January to discuss technical specifications.

Mailings/Conferences

- ACCESS ERIC and EDRS sent a joint mailing about ERIC to the 17,000 U.S. school superintendents in late December. The response to date has been strong and steady. Superintendents have been calling 1-800-LET-ERIC to request more information about the database, a free *ERIC Review*, or referrals to Clearinghouses. (**See Attachment 23B** for a copy of the letter sent.)

- ACCESS ERIC staff have been conducting extensive phone interviews with the in-service coordinators of the 50 State Departments of Education to find out more about the diverse training needs of inservice teachers. Following the phone conversation, the inservice directors receive customized response packets about relevant resources in the ERIC System. Authentic assessment and multicultural education are the two topics on most states' agendas.

- ACCESS ERIC staff have represented ERIC at meetings of the American Association of School Librarians, the National Middle School Association, the National Association of Partners in Education, the National Community Education Association, the Drug-Free Schools conference, and the U.S. Conference of Mayors.

Publications Development/Promotion

Since September, the following publications have become available through ACCESS ERIC:

— an updated *Pocket Guide to ERIC*

— *The ERIC Review* on education-business-community partnerships

— an updated ACCESS ERIC brochure

— the 1993 *Calendar of Education-Related Conferences*. A *Conference Calendar* press release is included as **Attachment 23C**. Feel free to include it in your newsletters and mailings.

The 1993 *Catalog of ERIC Clearinghouse Publications* is at GPO for printing and should be available in early March. The new edition of the *ERIC Directory of Education-Related Information Centers* is expected to be available by early April.

ACCESS ERIC has established agreements with several Clearinghouses (CG, CS, IR, SO, and UD) to jointly promote selected titles. The three Clearinghouses participating in this program in ACCESS ERIC's last contract year were reimbursed a total of $3,100. For further information, contact Beverly Swanson.

ERIC PROCESSING AND REFERENCE FACILITY

1993 RIE Schedule

The RIE Schedule for 1993 is provided as **Attachment 6**. Tapes are delivered to Central ERIC (for GPO) 1.5 months after the last Clearinghouse shipment contained on that tape is received at the Facility. Five week issues are scheduled for the July and October 1993 issues. Thanksgiving and Christmas weeks are treated as "no activity" weeks.

ERIC Usage Fees— Stonehill Letter of November 3, 1992

The concept of ERIC usage fees continues to be harried by criticism from the American Library Association (ALA) which fears restrictions on the use of Government data, and the Information Industry Association (IIA), whose vendor members don't want to have to pay the projected 10% fee.

A letter from ERIC's Director, Bob Stonehill, providing a description of and rationale for the projected fee, was mailed to all affected and interested organizations on November 3, 1992. As of January 28, approximately 25 letters had been received in reaction, including one from the cognizant Congressional Committee.

The Stonehill letter appears as **Attachment 7**.

ERIC Acquisitions Arrangements List (EAA)—Supplement

The December Supplement to the July 1992 *ERIC Acquisitions Arrangements List* (EAA) is provided as **Attachment 23**. This includes all information received at the Facility through December 1, 1992.

The editors have noted a number of incorrect Level designations given on documents submitted for RIE, especially on Department of Education funded documents, all of which should be designated Level 1. Also, several non-Department of Education documents which should have been at Level 1 or 2 were put through at Level 3. Some Unesco sale documents and one from the Australian Council for Educational Research (ACER) were put through at Level 1 or 2 when they should have been Level 3. Unesco and ACER are serious about their restrictions and ERIC will not be able to obtain materials from these organizations if the acquisitions agreements (listed in the EAA) are not adhered to. Mistakes can be avoided if the EAA list is consulted on a regular basis. We have also heard recently about complaints of more than one Clearinghouse having contacted an organization. Please use the EAA before ordering and when applying the Level stickers to avoid both of these problems.

When filling out the worksheets to accompany new or changed arrangements, please remember that the "Start Date" is *the date the arrangement is first recorded*. In the case of a changed arrangement, that would not be the date the change was made.

Our thanks to the seven Clearinghouse acquisitions coordinators which have returned corrected address lists. We realize this takes time and time is something in short supply at the moment. In redoing the EAA this summer, we noticed how old some of the arrangements were and wondered whether the addresses were current and whether some of the organizations were still in existence. The changes on the returned lists have not yet been incorporated in the attached supplement, but will be reflected in the upcoming July 1993 complete list (along with data from the Clearinghouses still in the process of making their corrections).

...Gail Mathews, Facility, Acquisitions Dept.

INTERNATIONAL NEWS

"International ERIC"

Sometime in 1993, DIALOG will announce a new CD-ROM product consisting of the combined files of the *Australian Education Index* (AEI), *British Education Index* (BEI), and *Canadian Education Index* (CEI). This product is a direct result of the work of the InterEd group and will hopefully lead to improved cooperation, compatibility, and coordination among the InterEd members. Central ERIC has given permission for the combined InterEd files to use the name "International ERIC" (see **Attachment 8**).

COMMUNICATIONS/ ACCESS

"Internet Basics"

With ERIC's electronic mail function now being handled completely via Internet connections, it is essential for ERIC staff to learn to use the Internet effectively. An IR Digest entitled "Internet Basics," by Roy Tennant (EDO-IR-92-7, October 1992) attempts to foster this basic awareness of the Internet and the functions it performs (see **Attachment 9**).

ERIC Internet Addresses on Floppy Disk

At the request of Central ERIC, the ERIC Facility has prepared a file of all Internet addresses for ERIC staff and ERIC component organizations, including the various "conference" numbers. These are arranged alphabetically and can be seen in **Attachment 10**. The file is available from the Facility on floppy disk as a WordPerfect file, for those who might like to load it into their computer. Contact Elizabeth Pugh at the Facility.

ACCESS POINTS TO ERIC (ERIC NETWORKER ISSUES)

It seems as if a month does not pass without the announcement of a new source for the ERIC database or the ERIC Digest full-text file.

The IR Clearinghouse has initiated a new publication series, the "ERIC Networker", in an attempt to keep track of some of the major access points to ERIC opened in this era of the Internet.

See **Attachment 11** for three issues of the ERIC Networker: 1.1 "Accessing the ERIC Database Through SUINFO"; 2.1 "Accessing ERIC Digests Through the UNC Bulletin Board"; and, 3.0 "Accessing the ERIC Database Through CARL".

ABOUT ERIC

Myths and Realities about ERIC

Following a statement and rebuttal format, this two-page Digest debunks ten commonly held misconceptions about ERIC. (See **Attachment 12.**)

"CD-ROM Best Sellers Lists," by Carol Tenopir (*Library Journal*, September 1, 1992, p. 152, 155)

Ms. Tenopir follows databases closely and is well known for her analyses of their use and relative popularity. On her list of the twenty most popular CD-ROM products favored by libraries, ERIC ranks second. (See **Attachment 13.**)

"The Educational Resources Information Center (ERIC)," by Ted Brandhorst (*Encyclopedia of Library and Information Science*, volume 51, Supplement 14, 1992, p. 208-225).

This article covers both the history of ERIC and the initiatives it is pursuing in the 90's. It is notable for including a table historically listing all ERIC component Directors since 1966. (See **Attachment 14.**)

VENDOR NEWS

Information Science Abstracts Plus (ISA+), With 30% ERIC Contribution, Now Available from SilverPlatter

SilverPlatter has announced a new product entitled *Information Science Abstracts Plus* (ISA+) that will consist 70% of the Plenum Publishing Company product *Information Science Abstracts* and 30% of library/information science material extracted from ERIC (with some unknown amount of overlap between the two). The ERIC contribution is managed by the ERIC Facility on the basis of a complex computer search negotiated with SilverPlatter.

The product is on a quarterly updating cycle. SilverPlatter has agreed to pay ERIC a 10% royalty, pro-rated on the 30% ERIC contribution to the product.

See **Attachment 15** for the SilverPlatter news release on ISA+.

DataStar Offers ERIC (Beginning November 1992)

After two earlier efforts to offer ERIC were discontinued, on its third try the major European online vendor DataStar (owned by RadioSuisse) has successfully mounted the ERIC database.

An intense effort beginning in mid-1992, that burned up the FAX wires between DataStar and the ERIC Facility resolved all the technical questions and arrived at the various write-ups required. The database became available beginning in November 1992 and ERIC has even received the first month usage reports from DataStar!

Attachment 16 is the DataStar information sheet on ERIC.

Query (An ERIC Digest Access System on CD-ROM from LMP Associates)

LMP Associates Inc. is Larry Rudner, the Director of the ERIC/TM Clearinghouse. An accomplished programmer and system designer, Mr. Rudner has designed a CD-ROM product offering sophisticated search access to the resumes and full text of the ERIC Digests. The product is available for $150 and is fully described in **Attachment 17.**

DIALOG Concludes Gateway Agreement with CompuServe

DIALOG has concluded a gateway agreement with CompuServe. CompuServe users will be provided with a gateway to DIALOG's low-cost Knowledge Index (KI) service. The various KI databases, of which ERIC is one, will continue to reside on DIALOG.

The changeover should be public around April 1, 1993. A letter from ERIC's Account Manager, Eireann Carroll, describing the new access arrangement, is provided as **Attachment 18.**

ERIC's New Database Manager at DIALOG, Brian Allen

Responsibility for ERIC at DIALOG (online) is now shared between an Account Manager (Eireann Carroll), who concentrates on the business aspects, and a Database Manager (Brian Allen), who concentrates on the technical aspects.

A copy of the letter from Brian Allen, announcing his location and availability, is provided as **Attachment 19.**

Attachments

GUIDELINES FOR INCLUSION WITH THE DOCUMENT OF A SPECIFIC DOCUMENT REPRODUCTION RELEASE FORM OR REPRODUCTION BASIS FORM

I. General

Guidelines for how and when to seek permission to film a document are discussed in the *ERIC Processing Manual* (EPM), Sections II and IV. The instructions listed below cover the procedures for including the resultant release information with the documents to be filmed.

A. All documents submitted for filming at Level 1 of 2 MUST have either a Specific Document Reproduction Release Form or a Reproduction Basis Form (with one of the boxes checked).

B. The Clearinghouse Accession Number should be entered somewhere on the form (most Clearinghouses are already doing this) in order to tie the form to the proper document.

C. The form should be affixed at the end of the document—staple it at the very back whenever possible.

D. Forms attached to non-standard size documents (for example 5" x 8") should be folded in half and added at the back of the document. (This will keep the form from being accidentally torn during handling.)

E. If Availability information is included on the form, it should generally be included on the RIE resume.

II. Specific Document Reproduction Release Forms

A. The Level checked on the Specific Document Reproduction Release Form must agree with the Reproduction Release sticker on the document.

B. The original signed form should be submitted with the document; do not send a Xerox. Clearinghouses are encouraged to keep a copy of the form until the document is filmed by EDRS.

III. Reproduction Basis Form

A. Blanket Reproduction Releases

1. Documents covered by a blanket arrangement should have the Reproduction Basis Form attached and the top box checked.

2. Do not include Blanket Reproduction Releases with the document to be filmed.

3. The Level and authorizer on the document's release sticker should agree with the blanket arrangement listed in the *ERIC Acquisitions Arrangements List* (EAA).

B. Federally-Funded Documents, Documents Carrying Their Own Permission to Reproduce, or Documents in the Public Domain

1. Documents falling into one of these three categories should have the Bottom Box on the Reproduction Basis Form checked.

2. Documents in one of these three categories should ***not*** have a reproduction release sticker affixed, because no specific person or entity is "releasing" them.

ERIC Clearinghouse Competition Due Soon

Universities, education research institutions and education associations can go head-to-head this fall with current contractors for awards to run the Education Department's Education Resources Information Center (ERIC) clearinghouses.

ED will recompete all 16 centers, whose document acquisition, abstracting, indexing and publications services keep educators in touch with the latest in fields ranging from adult education and testing to education management. First-year funds under the five-year contracts should total about $6 million.

ED plans to solicit proposals Sept. 25, giving organizations until about Nov. 30 to respond.

Competition Picking Up

Many centers have been with the same contractors for years, with a couple of original contractors still in place after 26 years *(see list, below)*.

While a common perception may be that current awardees are so strong they can't be dislodged, ERIC officials see competition picking up since several new groups unseated longtime incumbents in 1988.

That last competition established three new clearinghouses, with centers on reading and communication skills moving to Indiana University from the National Council of Teachers of English; tests to the American Institutes for Research from the Education Testing Service; and rural education to Appalachia Educational Laboratory from New Mexico State University.

"The fact that there was turnover set the stage for competition," says Robert Stonehill, ERIC staff director.

"There are advantages and disadvantages to being an incumbent," says Stonehill. And often newcomers bring in needed fresh ideas.

There also are significant advantages to winning a contract, says Stonehill. Clearinghouses give hosts visibility and status, provide a focal point for organizing activities in a specialized area, create an ongoing, close relationship with ED, and can help attract funds outside the core ERIC award. "An entrepreneurial clearinghouse essentially can build its own support network," he says.

In the 1993 competition, ED will be looking for strong technical proposals that feature quality personnel and institutional commitment to the program. New twists will be increased emphasis on enhanced electronic dissemination of information and synthesis of the research literature. --Pam Moore

Clearinghouse Contracts Up For Competition

Adult, Career and Vocational Education: Ohio State University

Counseling and Personnel Services: University of Michigan, Ann Arbor

Educational Management: University of Oregon

Elementary and Early Childhood Education: University of Illinois

Handicapped and Gifted Children: Council for Exceptional Children

Higher Education: George Washington University

Information Resources: Syracuse University

Junior Colleges: University of California at Los Angeles

Languages and Linguistics: Center for Applied Linguistics

Reading and Communication Skills: Indiana University

Rural Education and Small Schools: Appalachia Educational Laboratory

Science, Mathematics and Environmental Education: Ohio State University

Social Studies: Indiana University

Teacher Education: American Association of Colleges for Teacher Education

Tests, Measurement and Evaluation: American Institutes for Research

Urban Education: Teachers College, Columbia University

EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) CLEARINGHOUSES

ERIC

REQUEST FOR PROPOSALS
RFP 93-016

Proposals are requested to operate 16 ERIC Clearinghouses:

ERIC Clearinghouse on Adult, Career, and Vocational Education
ERIC Clearinghouse on Assessment and Evaluation
ERIC Clearinghouse for Community Colleges
ERIC Clearinghouse on Counseling and Student Services
ERIC Clearinghouse on Disabilities and Gifted Education
ERIC Clearinghouse on Educational Management
ERIC Clearinghouse on Elementary and Early Childhood Education
ERIC Clearinghouse on Higher Education
ERIC Clearinghouse on Information Resources
ERIC Clearinghouse on Languages and Linguistics
ERIC Clearinghouse on Reading and Communication Skills
ERIC Clearinghouse on Rural Education and Small Schools
ERIC Clearinghouse on Science, Mathematics, and Environmental Education
ERIC Clearinghouse on Social Studies/Social Science Education
ERIC Clearinghouse on Teaching and Teacher Education
ERIC Clearinghouse on Urban Education

Proposal Deadline: January 29, 1993

U.S. Department of Education
Office of Educational Research and Improvement

EDRS PRICE LIST FOR ERIC DOCUMENTS

EDRS PRODUCT	PRICE
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1993 CIJE SCHEDULE

1993 Monthly CIJE Issue	B1 Tues CH to Fac	B1 Thurs Fac to Oryx	B2 Tues CH to Fac	B2 Thurs Fac to Oryx	B3 Tues CH to Fac	B3 Thurs Fac to Oryx	B4 Tues CH to Fac	B4 Thurs Fac to Oryx	B5 Tues CH to Fac	B5 Thurs Fac to Oryx
Jan	9/29	10/8	10/6	10/15	10/13	10/22	10/20	10/29		
Feb*	10/27	11/5	11/3	11/12	11/10	11/19	11/17	12/3	12/1	12/10
Mar	12/8	12/17	12/15	1/7	1/5	1/14	1/12	1/21		
Apr	1/19	1/28	1/26	2/4	2/2	2/11	2/9	2/18		
May	2/16	2/25	2/23	3/4	3/2	3/11	3/9	3/18		
Jun	3/16	3/25	3/23	4/1	3/30	4/8	4/6	4/15		
Jul*	4/14	4/22	4/20	4/29	4/27	5/6	5/4	5/13	5/11	5/20
Aug	5/18	5/27	5/25	6/3	6/1	6/10	6/8	6/17		
Sep	6/15	6/24	6/22	7/1	6/29	7/18	7/6	7/15		
Oct	7/13	7/22	7/20	7/29	7/27	8/5	8/3	8/12		
Nov	8/10	8/19	8/17	8/26	8/24	9/2	8/31	9/9		
Dec	9/7	9/16	9/14	9/23	9/21	9/30	9/28	10/7		

This schedule reflects the two weeks (Thanksgiving & Christmas) when no tapes are rcvd. at Oryx.

RIE SCHEDULE

(1993)

Year	Issue	Clearinghouse Shipment Dates (Fridays)	Last Day to Receive Priority (and processed) Input	Delivery Dates		Notes
				Documents to EDRS	Tape to CERIC	
93	JAN	Oct 92 2, 9, 16, 23	Dec 1	Dec 16-18	Dec 21-23	
	FEB	Oct92 30 Nov92 6, 13, 20	Jan 4	Jan 19-22	Jan 21-26	No shipment Thanksgiving Week (November 27)
	MAR	Dec92 4, 11, 18, 22*	Feb 1	Feb 17-19	Feb 23-26	No shipment between Christmas and New Year's Day
	APR	Jan93 8, 15, 22, 29	Mar 1	Mar 18-22	Mar 23-26	
	MAY	Feb93 5, 12, 19, 26	Apr 1	Apr 15-19	Apr 20-23	
	JUN	Mar93 5, 12, 19, 26	May 3	May 14-18	May 19-21	
	JUL	Apr93 2, 9, 16, 23, 30	Jun 1	Jun 16-18	Jun 21-23	5 Week Issue
	AUG	May93 7, 14 , 21, 28	Jul 1	Jul 16-20	Jul 21-23	
	SEP	Jun93 4, 11, 18, 25	Aug 2	Aug 16-18	Aug 19-23	
	OCT	Jul92 2, 9, 16, 23, 30	Sep 1	Sep 15-17	Sep 20-22	5 Week Issue
	NOV	Aug93 6, 13, 20, 27	Oct 1	Oct 18-20	Oct 21-25	
	DEC	Sep93 3, 10, 17, 24	Nov 1	Nov 17-19	Nov 22-24	

*If the short week is a problem, Clearinghouses should double-up on the Dec 18 shipment/transmission date.

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

November 3, 1992

Dear ERIC User:

I am writing to inform you of some important proposed changes to ERIC, and to solicit your comments. In November 1991, the U.S. Department of Education (ED) modified the contract for the ERIC Processing and Reference Facility, which produces the ERIC database tapes, permitting the Facility to copyright the ERIC database and to collect modest fees--subject to ED approval--for commercial and academic usage. Permitting a contractor to copyright material it produces is not unusual; the government routinely allows contractors to establish copyright if it is believed that doing so will enhance dissemination.

The decision by ED to allow the ERIC Facility contractor to establish copyright was preceded by a great deal of deliberation and legal consultation, and was based on our belief that the establishment of copyright would be in the best interests of both the government and the consumers. This decision has, however, generated both some controversy and some misconceptions. As a result, we have decided to share our proposal for implementing usage fees for discussion and comment, prior to putting any such plan into effect.

It has been estimated that commercial usage revenues derived from the ERIC database are around $4 million per year, **but the ERIC system has never benefited from even a cent of those revenues.** Under the previous arrangement, **all** proceeds from the commercial use of the ERIC database have accrued to the private vendors, without any benefit to ERIC. For all of its 25-year history, ERIC has relied solely on Federal funding; however, funds have never been appropriated--or even requested--for database maintenance, improvement, and dissemination. And given the Federal budget outlook (ERIC funding was reduced nearly two percent in FY 1993), the near-term availability of such funds is unlikely.

We estimate that the revenues that would result from usage fees would be between $150,000 and $250,000 annually. While this is a very small amount compared to the $7 million annual cost of operating the ERIC Program, it would enable the Facility to support some significant database improvements.

The fee structure proposed by the ERIC Facility, which is subject to approval by ED, calls for (in addition to the basic costs for tape duplication, now at $75 per tape):

- A 10 percent fee on commercial online use and CD-ROM sales. For example, on a connect-time charge of $36/hour, ERIC will ask for a return of $3.60 for each hour of use.

WASHINGTON, D.C. 20208- 5720

Page 2 -- ERIC Database Fees

- A flat annual fee of $750 for an institution of higher education or other non-profit agency planning to mount ERIC tapes to serve its faculty and students; and,

- No usage fees for public libraries or state and local education agencies which purchase the ERIC database tapes.

The reasons why ED allowed the Facility to establish copyright and usage fees are summarized below:

- First, the copyright will in no way limit the right of ERIC users to freely use ERIC citations, documents, indexes, or other materials--it only applies to the entire machine-readable database. Nor does the copyright in any way inhibit the government from its own use or distribution of the ERIC database.

- While current federal appropriations are sufficient to continue the basic system, they have been insufficient to maintain, upgrade and improve the dissemination of ERIC database products. All usage fee income will be used by ERIC strictly to improve the quality of the database, and to enhance its worldwide dissemination and use (such as upgrading twenty-year old software, improving timeliness, and developing new dissemination strategies to reach teachers and administrators).

- The fee income will not supplant appropriated funds; that is, they will not be used for the daily operations of ERIC.

- The copyright will continue to be held in the name of whoever holds the ERIC Facility contract, thus ensuring that the database will always be "owned" by the ERIC Program.

- While this decision may result in slightly higher fees for using ERIC online through a commercial service, and will result in somewhat higher tape costs for academic institutions, ERIC will still remain one of the least expensive database services available. In fact, many ERIC end-users will not see any cost increases at all, since the costs will be borne by the institutions or vendors hosting the database.

- The fee structure and all uses of income generated must be approved in advance by ED. We will ensure that fees are reasonable and fair, and that the use of funds generated through fees will be used to address high-priority needs. We strongly believe that the planned database improvements and enhanced dissemination efforts will be worth the additional cost, and will result in better products and services for ERIC customers.

Page 3 -- ERIC Database Fees

- Finally, the proposed purposes for which fees will be used are consistent with emerging policies on access to Federal information; that is, they will be used to cover marginal database maintenance, customer support and dissemination costs.

The plan proposed by the ERIC Facility called for the implementation of usage fees during 1993 through a "Database Licensing Agreement," a new contract instrument executed between the ERIC Facility and each organization that will receive either the entire database or updates to it in magnetic tape or machine-readable form. This agreement defines the terms and conditions for using ERIC data, including the fees described above.

Within the next few months, the Facility will send each ERIC database customer a copy of the new "Database Licensing Agreement," approved by ED. Meanwhile, the ERIC Facility will continue to distribute ERIC update tapes without interruption and in accordance with previous arrangements. Because the ERIC database copyright is now registered, ERIC database hosts must display the copyright notice as soon as possible. The copyright status is not dependent on the "Database Licensing Agreement."

Please feel free to send me your reactions to this plan. I assure you that ERIC's intent is not to perturb the marketplace but to help our database improvement and dissemination efforts by allowing ERIC to share modestly in the proceeds it generates.

Sincerely,

Robert M. Stonehill

Robert M. Stonehill
Director, Educational Resources
Information Center (ERIC)

UNITED STATES DEPARTMENT OF EDUCATION
Office of the Assistant Secretary
for Educational Research and Improvement

September 18, 1992

Mike Reid
DIALOG Information Services
3460 Hillview Avenue
Palo Alto, CA 94304

Dear Mike:

I am writing this letter to agree to DIALOG's request to use "International ERIC" as the title for a forthcoming CD-ROM product which will incorporate the British, Canadian and Australian Education Indexes.

We believe that the use of the "International ERIC" title will convey ERIC's support and involvement in forging a link between ERIC and the other English-language education databases, and will encourage users to seek information more broadly across the full set of related databases. In the future, our hope is that ERIC and the "International ERIC" consortium will adopt a common record format and explicitly plan a division of responsibilities that will forge a virtually unified world-wide database. The partners in this effort have agreed to that goal in principle, though several years of hard work will lie ahead.

We hope that the "International ERIC" product proves successful for both DIALOG and the database producers.

Sincerely,

Robert M Stonehill

Robert M. Stonehill
Director, Educational Resources
Information Center (ERIC)

cc: Ted Brandhorst
Director, ERIC Facility

WASHINGTON, D.C. 20208-_____

ERIC

ERIC Clearinghouse on Information Resources

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School of Education • School of Information Studies
030 Huntington Hall
Syracuse, New York 13244-2340
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ERIC DIGEST

October 1992

EDO-IR-92-7

Internet Basics

By Roy Tennant

This digest briefly describes the Internet computer network, the physical connections and logical agreements that make it possible, and the applications and information resources the network provides.

The Internet

The Internet is a worldwide network of computer networks. It is comprised of thousands of separately administered networks of many sizes and types. Each of these networks is comprised of as many as tens of thousands of computers; the total number of individual users of the Internet is in the millions. This high level of connectivity fosters an unparalleled degree of communication, collaboration, resource sharing, and information access. In the United States, the National Science Foundation Network (NSFNet) comprises the Internet "backbone" (a very high speed network that connects key regions across the country). The NSFNet will likely evolve into the National Research and Education Network (NREN) as defined in the *High-Performance Computing Act of 1991* (P.L. 102-194, signed into law by President Bush on December 9, 1991).

Physical Connections and Logical Agreements

For the Internet to exist, there must be connections between computers and agreements on how they are to communicate. Connections can consist of any of a variety of communication media or methods: metal wires, microwave links, packet radio or fiber optic cables. These connections are usually established within areas or regions by the particular networking organization with authority or economic interest in that area. For example, a university academic department may lay Ethernet cable to connect its personal computers and workstations into a local area network (LAN), which is then connected to the cables the campus laid to connect its buildings together, which is then linked to cables laid by a regional network, which itself ties into the NSFNet backbone, the infrastructure for which was funded by the U.S. government. Therefore the path between any two points on the Internet often traverses physical connections that are administered by a variety of independent authorities.

For disparate computers (from personal computers to mainframes) to communicate with other computers over a network, there must be agreements on how that should occur. These agreements are called *communication protocols*. At present, the Transmission Control Protocol/Internet Protocol (TCP/IP) suite of protocols defines how Internet computers are to communicate. In the future, the Open Systems Interconnection (OSI) suite of protocols promulgated by the International Standards Organization (ISO) may be supported on the Internet as well. These protocols define how certain applications are to be accomplished: electronic messaging, online connections, and the transfer of files.

Electronic Mail

Electronic mail, or e-mail, is a fast, easy, and inexpensive way to communicate with other Internet users around the world. In addition, it is possible for Internet users to exchange e-mail with users of other independent networks such as CompuServe, Applelink, the WELL, and others. Internet users often find that the expanded capability to communicate with colleagues around the world leads to important new sources of information, collaboration, and professional development.

Besides basic correspondence between two network users, e-mail presents additional opportunities for communication. Through various methods for distributing e-mail messages to lists of "subscribers," e-mail supports electronic discussions on a wide range of topics. These discussions bring together like-minded individuals who use such forums for discussing common problems, sharing solutions, and arguing issues.

Another type of electronic communication that is growing in popularity is the electronic journal, or "e-journal." Although some e-journals require certain types of software and hardware to display each issue, most e-journals are distributed to a list of subscribers as an e-mail text message, either complete as one issue, or retrievable at the article level by mailing a command to a software program that automatically sends the appropriate file. The very definition of a "journal" is undergoing change in the electronic environment, as e-journal publishers experiment with different publication models (e.g., sending articles out individually as soon as they are ready rather than waiting until a group of articles are gathered for an "issue").

Remote Login

Remote login is the ability of a computer user in one location to establish an online connection with another computer elsewhere. Once a connection is established with a remote computer, the user can use that remote system as if their computer were a hard-wired terminal of that system. Within the TCP/IP protocol suite, this facility is called *Telnet*. Utilizing Telnet, an Internet user can establish connections with a multitude of bibliographic databases (primarily library catalogs), campus information systems of various

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universities, full-text databases, data files (e.g., statistics, oceanographic data, meteorologic data, geographic data, etc.), and other online services. Many of these systems are available for any Internet user to access and use without an account.

What makes this application truly remarkable is that ease and speed of access are not dependent upon proximity. An Internet user can connect to a system on the other side of the globe as easily as (and generally not much slower than) he or she can connect to a system in the next building. In addition, since many Internet users are not at present charged for their network use by their institutions, or at least are not charged by the level of their use, cost is often not a significant inhibitor of usage. Therefore the barriers of distance, time and cost, which are often significant when using other forms of electronic communication, can be reduced in the Internet environment. A compensating disadvantage is that initial costs for Internet connection can be high, and access can be technically demanding.

File Transfer

Another application of the Internet is the ability to transfer files from one Internet-connected computer to another. This function is provided by the *File Transfer Protocol* (FTP) of the TCP/IP protocol suite. In a method similar to using Telnet, network users initiate an online connection with another Internet computer via FTP. But unlike Telnet, this online connection can perform only functions related to locating and transferring files. This includes the ability to change directories, list files, retrieve files, etc.

Types of files that can be transferred using FTP include virtually every kind of file that can be stored on a computer: text files, software programs, graphic images, sounds, files formatted for particular software programs (e.g., files with word processing formatting instructions), and others. Many computer administrators have set aside portions of their machines to offer files for anyone on the Internet to retrieve. These archive sites support "anonymous" logins that do not require an account to access, and therefore are called *anonymous FTP sites*. To locate files, Internet users can use the Archie service, which indexes files from over 900 separate anonymous FTP sites (Tennant, 1993).

Extended Services

The three basic Internet applications of electronic mail, remote login, and file transfer are also building blocks of more sophisticated applications that usually offer increased functionality and ease of network use. Tools such as Gopher, WAIS, and World Wide Web go beyond the three basic Internet functions to make information on the network easier to locate and use. Gopher is a project of the University of Minnesota that uses a series of menus to organize and automate access to information and other online systems wherever they reside on the Internet. The Wide Area Information Servers (WAIS) project of Thinking Machines, Apple Computer, Dow Jones & Co., and KPMG Peat Marwick, seeks to provide a common interface to a multitude of Internet databases. World Wide Web is a hypertext interface to Internet information resources that was developed at CERN in Switzerland (Tennant, 1993). This trend toward more powerful, user-friendly networked information resource access systems is likely to continue as the Internet grows and matures.

Future Possibilities

The backbone infrastructure for the United States portion of the Internet (the NSFNet, or the Interim NREN) is largely supported through federal government funding. For this reason, use of the network has been limited to non-profit research and educational uses, and commercial companies have established networking arrangements that avoid using the NSFNet. Most recently, however, dialogues have begun about commercialization and privatization of the NSFNet infrastructure. The full effects of such a move on current Internet users, especially research and educational institutions, has yet to be seen. One certainty is that the breadth of information and the services offered on the Internet will continue to burgeon, at an ever more rapid rate.

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This digest was prepared for the ERIC Clearinghouse on Information Resources by Roy Tennant, Public Service Automated Systems Coordinator, The Library, University of California, Berkeley. October 1992.

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ERIC SYSTEM

BITNET/INTERNET NUMBERS

INSTITUTIONS

CERIC	v5a@cu.nih.gov
ACCESS ERIC	acceric@gwuvm (acceric@gwuvm.gwu.edu)
EDRS	edrs@gwuvm (edrs@gwuvm.gwu.edu)
FACILITY	ericfac@gwuvm (ericfac@gwuvm.gwu.edu)
ORYX PRESS	arhjb@asuvm.inre.asu.edu
CE	ericacve@magnus.acs.ohio-state.edu
CG	—
CS	ericcs@iubacs (ericcs@usc.indiana.edu)
EA	—
EC	ericec@gwuvm (ericec@gwuvm.gwu.edu)
FL	cal@guvax (cal@guvax.georgetown.edu)
HE	eriche@gwuvm (eriche@gwuvm.gwu.edu)
IR	eric@suvm (eric@suvm.acs.syr.edu)
JC	eeh3rie@mvs.oac.ucla.edu
PS	ericeece@ux1.cso.uiuc.edu
RC	—
SE	—
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ERIC NETWORKER

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Number 1.1 September 1992

ACCESSING THE ERIC DATABASE THROUGH SUINFO

Internet users can access the latest five years of the ERIC Database through SUINFO, a campus information system at Syracuse University that uses the SPIRES/PRISM interface. Instructions follow:

1. **Telnet acsnet.syr.edu** (or **Telnet 128.230.1.21**)
2. At the > prompt, type **SUINFO**.
3. At the ENTER TERMINAL TYPE prompt, type **VT100**.
4. Bypass the USERID prompt (with the tab key).
5. Bypass the PASSWORD prompt (with the tab key).
6. At the COMMAND prompt, type **SUINFO**.
7. After some messages and a pause, you will see a Welcome to SUINFO screen. Read the messages and type Y to continue. (Note: If you do not get the welcome screen, try typing SUINFO again and hit return.)
8. After a pause, you will see a Welcome to PRISM screen, followed by the main menu. Choose "General Interest" from the main menu by typing **1**.
9. You will see a File Selection menu. Choose ERIC by typing the numeral (**14** as of this writing).
10. Follow screen instructions to search the database.

TIPS:
- If "more" or "holding" appears at the bottom right corner of the screen, press HOME, ENTER, or some other key on your keyboard to advance the screen.
- To begin a search or start a new search in ERIC, type **FIND**.
- You will have to type out command words (such as **FIND, SELECT, DIS FULL**) rather than use the function keys.

11. To end the SUINFO session, type **LOGOFF**.

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Number 2.1 September 1992

ACCESSING ERIC DIGESTS THROUGH THE UNC BULLETIN BOARD

A full-text file of over 850 ERIC Digests is available to Internet users through the Extended Bulletin Board of the Office for Information Technology, University of North Carolina at Chapel Hill. Instructions follow.

ERIC Digests are short reports on topics of current interest in education. The 16 ERIC clearinghouses produce about 150 new digests every year. For information about the ERIC system or Digests, contact ACCESS ERIC: 1-800-LET-ERIC.

1. **Telnet bbs.oit.unc.edu** (or **Telnet 152.2.22.80**)
2. At the login prompt, type **BBS**.
3. Enter first and last name, as directed. (Note: Remember how you enter your name for future sessions.) When prompted, type **Y** (yes) to continue.
4. Enter a password of your choice. (Remember it!)
5. At the main menu, choose Simple WAIS Client (4 as of this writing).
6. Move through the list to ERIC Digests (107 or 108 as of this writing).
7. Hit the RETURN key to select the file.
8. Type one or more keywords, then hit the RETURN key to start the search.
9. Results will be displayed by title in a ranked order. (Ranking is based on occurrences of the keyword(s).)
10. Highlight a title and hit the RETURN key to see the full text.

TIPS:
- Type **?** to see a list of all commands.
- Use **CTRL-V** to move ahead by screen when viewing the title list.
- Use the arrow keys to move ahead by line.

11. Follow screen instructions for choosing other digests, starting a new search, etc. (Note: If you want to download the digest, use the screen or session capture capabilities of your communications software.)

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Number 3.0 September 1992

ACCESSING THE ERIC DATABASE THROUGH CARL

Internet users can search the entire ERIC database (1966 to present) and the ERIC Thesaurus terms through the CARL (Colorado Alliance of Research Libraries) system. Instructions follow:

1. **Telnet pac.carl.org** or **telnet 192.54.81.128**

2. Select the line number for your terminal type.

3. Press **RETURN** to enter the Public Access Catalog, and **RETURN** again after the welcome screen.

4. You will see a menu of databases. Select Current Article Indexes and Access by typing the numeral (2 as of this writing).

5. Select ERIC by typing the numeral (52 as of this writing).

6. Choose which subfile to search by typing the numeral. Choices as of this writing include: ERIC Thesaurus (95), ERIC RIE (96), ERIC CIJE (97), and ERIC Combined--RIE and CIJE (98).

7. Follow screen instructions to search.

TIPS:

-In the RIE, CIJE, and Combined files, search options include NAME search, WORD search, TITLE browse, NAME browse, SUBJECT browse, and SUBJECT WORD search. Read the introduction to learn what is covered by each field.

-Your final set must be under 300 records for the system to sort (i.e. display the most recent publications first). Whenever your result is over 300, the system prompts you to refine the search with extra terms.

-The system will prompt you to refine any search result by adding more terms or limiting by ERIC Context. (ERIC Context refers to Education Level, Age Level, Target Audience, and Publication Type.)

-The Quick Search option, which can be entered from any screen, allows faster searching from any screen. See the instructions given under QS in the menus.

8. To leave the system, type //EXIT from any screen.

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ERIC DIGEST

June 1992

EDO-IR-92-3

Myths and Realities about ERIC

By Robert M. Stonehill

Myth: ERIC is just a database.

Reality: ERIC is a national information system that provides ready access to an extensive body of education-related literature. Through its 16 subject-specific clearinghouses and four support components—including ACCESS ERIC—ERIC provides a variety of services and products. In 1991, ERIC acquired and indexed 30,000 new documents and journal articles, produced over 200 publications (over a million copies of which were disseminated at no cost to users), responded to over 100,000 requests for information, distributed over 17 million microfiche, and increased its formal network of ERIC Partners to over 500 education organizations.

Myth: The ERIC database is hard to find and to use.

Reality: The ERIC database, which has grown to contain over 775,000 citations to documents and journal articles, is the world's most widely-used education database and a critical resource for educators everywhere. Over 3,000 locations around the world receive ERIC print or database products. About 900 of these locations maintain complete microfiche collections and provide search services for clients. Though searching ERIC online does require some training, ERIC on CD-ROM is "user-friendly" even for beginners.

Myth: Not that many people really use ERIC.

Reality: Of the 5,600 commercial databases now available, ERIC is the most popular online database used in public libraries (both the U.S. and Canada), the second-most popular in research and university libraries, and the third-most popular overall. On CD-ROM, ERIC is the most popular database in public libraries and information centers throughout the world. In 1991, nearly a half-million online searches of the ERIC database were conducted by a total of 100,000 users in 90 different countries.

Myth: Submitting a document to ERIC is complex and prevents the author from publishing it elsewhere.

Reality: It is easy to submit your work to ERIC—just send a copy to any of the ERIC components. Several brochures, including *All About ERIC*, *A Pocket Guide to ERIC*, and *Submitting Documents to ERIC* provide complete directions and addresses. They are all available, at no cost, from ACCESS ERIC (1-800-LET-ERIC). The only paperwork required is a reproduction release form. This is available in *Submitting Documents to ERIC* and every issue of *Resources in Education* (RIE); it can also be requested from any ERIC component. While the release gives ERIC permission to abstract, index, and reproduce your work, no copyright is involved—you remain free to submit your work to any journal or publisher.

Myth: ERIC accepts everything, regardless of quality.

Reality: ERIC has strict quality-control procedures that govern the selection of documents. These procedures are articulated in the ERIC Processing Manual and must be followed by each Clearinghouse. Eleven content criteria guide the selection of materials: contribution to knowledge, relevance, innovation, effectiveness of presentation, responsiveness to current priorities, timeliness, authority, audience, balance, stance on minority-ethnic-gender concerns, and treatment of material with sexual content. In addition, other criteria pertain to legibility, reproducibility, and availability. As a result of applying the criteria, last year ERIC rejected approximately 32 percent of the documents submitted.

Myth: No one will buy documents from a publisher if they are available through ERIC.

Reality: Usually the opposite is true—announcing a document in ERIC can be an effective marketing tool to make ERIC users throughout the world aware of your work. For several reasons, including cost and readability, people are more likely to want an original from the publisher than a photocopy or microfiche from ERIC, especially for longer documents.

Myth: ERIC produces only one database.

Reality: While the bibliographic "ERIC database" remains ERIC's best-known product, ERIC also produces four reference and referral databases. Each is available online or in print copy. (Call ACCESS ERIC, 1-800-LET-ERIC, for further information.) The reference and referral databases include:

- *ERIC Digests Online*: A full-text collection of about 850 short syntheses of current research, educational trends, and other "hot topics";
- *ERIC Information Service Providers*: A directory of nearly 1,000 institutions around the world that provide ERIC services, including database searching and access to microfiche collections;
- *Education-Related Information Centers*: Descriptions of about 350 institutions, associations and clearinghouses—arranged by topic area—that provide educational materials or services to the public; and,
- *Calendar of Education-Related Conferences*: A listing of nearly 600 international, national, state, regional and local events.

Myth: The ERIC database contains materials of interest only to researchers.

Reality: ERIC has committed itself to reaching audiences that include practitioners, policymakers and parents. In the last 12 years, ERIC has acquired and indexed over 28,000 documents classified as Project/Program Descriptions, over 17,500 Teaching Guides and 15,500 Guides—Non-Classroom (for support staff), and over 7,000 Instructional Materials. Analyses of the literature added to the database each year confirm that approximately 30 percent is practitioner-oriented. In addition, ERIC will soon enter information about each nationally-validated National Diffusion Network program into the ERIC database.

Myth: ERIC Clearinghouses do not receive or answer requests from teachers, administrators or parents.

Reality: Last year, the ERIC Clearinghouses and support components (viz., the ERIC Facility, ACCESS ERIC, and the ERIC Document Reproduction Service) responded to more than 42,000 information requests from teachers and administrators. This number—which represents 47 percent of all requests handled by the ERIC system—has increased by at least 10 percent annually since 1988, when ERIC began keeping such records.

In responding to practitioner requests, ERIC components typically:

- Send requested printed materials or answer questions (e.g., providing materials on exemplary programs or practices, instructional methods or curricular materials, and assessment and testing issues; explaining education terms or "hot topics");
- Search the ERIC database or the reference and referral databases; and,
- Refer the inquirer to other federal, national or local resource centers.

Myth: ERIC is not well-known to teachers or administrators, nor are ERIC products particularly useful to them.

Reality: Several recent studies show not only that ERIC is recognized by teachers and administrators, but also that its products and services are used and appreciated. For instance:

- ERIC was the most widely-recognized program of the U.S. Department of Education's Office of Educational Research and Improvement (OERI). Eighty-two percent of the school districts were familiar with ERIC and 67 percent received ERIC services or products.
- Ninety-eight percent of the librarians and school administrators responding to the surveys were familiar with ERIC, as were just under two-thirds of the policymakers and half of the teachers. Of the respondents who were familiar with ERIC, over 85 percent had used the system.
- Over 85 percent of the administrators believed that ERIC was available when they needed information, and the vast majority of those who conducted ERIC searches rated them as "very helpful." Of the respondents who were familiar with ERIC products, nearly 80 percent favorably rated ERIC Digests, and only 5 percent stated that they had received but not used them.

For Additional Information

ACCESS ERIC is a toll-free service to keep clients informed of the wealth of education information offered by ERIC and other sources. ACCESS ERIC staff answer questions, refer callers to education sources, provide information about the ERIC network, and produce the free publications *A Pocket Guide to ERIC* and *All About ERIC*. The toll-free telephone number for ACCESS ERIC is 1-800-LET-ERIC.

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ONLINE DATABASES

BY CAROL TENOPIR

CD-ROM Best Sellers Lists

ONCE IN A WHILE, a "top ten" list for CD-ROM titles is published, often by CD-ROM vendors such as the Bureau of Electronic Publishing. Like the *New York Times* Best Sellers list, CD-ROM top ten lists typically are based on the number of units sold for each title. Just because something is sold does not mean it is ever read or ever used, however.

Unlike the *New York Times* Best Sellers list for books, CD-ROM best sellers lists cannot be used as a prediction of patron demand or as a safe acquisitions guide. In fact, they can be quite misleading. I began to get suspicious when I noticed titles like Between Heaven and Hell and the CIA World Fact Book showing up on some lists.

Bundling

The CD-ROM best sellers lists bear little relation to what products are being used in libraries or will be popular with patrons. A title may get on one of these lists because the producer worked a deal with a hardware manufacturer or vendor to bundle its CD with the hardware. One such offer includes the "Sony Laser Library" with the purchase of a Sony CD-ROM drive [see Automation News, *LJ*, November 15, 1991, p. 26]. The Laser Library includes Compton's Family Encyclopedia (not the multimedia version), Microsoft Bookshelf (new edition), Languages of the World, National Geographic Mammals, and the Mixed-Up Mother Goose. If a purchaser never cracks the seal on Mixed-Up Mother Goose, it still counts as a unit "sold."

Many such bundles are advertised in computer magazines. TigerSoftware has a special "Multimedia Everything Bundle" including hardware and "the hottest CD titles." In May 1992, Tiger proclaimed 20 "hot" titles, including the Bible Library, Guinness Disc of World Records, Mammals, U.S. History, Time Compact Almanac, Multimedia World Atlas, Mavis Teaches Typing, Great Cities of the World, and Chessmaster.

Most buyers look at some of these free titles only once or twice, if at all. A database producer that wants to gain visibility may do enough bundling of one title to ensure the appearance of success, when in reality very few copies were actually knowingly purchased. Bundling works only for one-time sales, not subscriptions. Publishers cannot count on selling even a second edition for this type of purchase.

Advantages of best sellers lists

As the consumer market grows, such practices will become even more common. As CD-ROM buying begins to closely resemble book purchasing, it is to the producer's advantage to appear on a best sellers list. Prices are coming down, there are more nonreference CD-ROM titles, and more CDs are one-time purchases. Publishers know that book best sellers lists are regularly published in newspapers and magazines, consumers pay attention to them, and retail sales outlets and distribution agents (jobbers) use the lists for promotion. Public libraries get many demands for best sellers and try to have them in the library. We haven't quite reached that point with CD-ROM titles, but we may in the future.

For the third quarter of 1991, the Bureau of Electronic Publishing lists the following top ten CD-ROM best sellers: 1) Grolier's Electronic Encyclopedia, 2) MS Programmer's Library, 3) Microsoft Bookshelf, 4) PC-SIG Library (25,000 programs plus the full text of the Bible), 5) Between Heaven and Hell II (software, games, soft porn, and the Bible), 6) Computer Library, 7) McGraw-Hill Science and Technical Reference Set, 8) CIA World Fact Book, 9) U.S. History on CD-ROM, and 10) Compton's Multimedia Encyclopedia. All are one-time purchases, none are subscriptions.

There are other, more useful ways to approach "top products" lists than by following sales figures. One is by careful review of the best products in a given category as in *LJ*'s new CD-ROM Review column, which debuted in July, or best products for a certain audience; the other is by seeing which products get the most use or are in the most demand in many libraries. The first way is a subjective, conscious judgment by a single reviewer; the second is consensus acclamation by a large group of users.

The best products

Any time a comparative review or CD-ROM buying guide is published, it serves to differentiate poor from good products. A few reviews have attempted to provide a list of the best CD-ROM titles across all topics. In June 1991, *PC/Computing Magazine* [Magazines, *LJ*, July 1989, p. 116] selected the top 20 CD-ROM products it recommended for purchase. The decisions were based on five criteria: 1) general usefulness (excluding highly specialized topics); 2) speed and ease of use of indexing/retrieval software; 3) quality and presentation of information (including timeliness and visual presentation); 4) overall excellence and innovation (especially in sound, graphics, text, and animation); and 5) value. Said list author David Harvey of this last item, "information on CD should cost no more than the same information in printed form or from an online source. Publishers are beginning to recognize this."

PC/Computing's "Top 20 CD Hits" for 1991 are:

1. Microsoft Bookshelf for Windows (Best Multimedia CD-ROM)
2. 1990 Grolier's Electronic Encyclopedia (Best Encyclopedia)
3. The Library of the Future (a great books disc)
4. Oxford English Dictionary (Best Dictionary)
5. CMC Value Pack: Multi-Media Birds of America, Sherlock Holmes on Disc, Shakespeare on Disc (Best Value on CD-ROM)
6. PC-SIG Encyclopedia of Shareware

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ONLINE DATABASES

7. Microsoft Programmer's Library
8. Magazine Rack Reference
9. Guinness Multimedia Disc of Records
10. Computer Select
11. McGraw-Hill Concise Encyclopedia and the Dictionary of Scientific and Technical Terms
12. Washington Post (Best Text-Based CD-ROM)
13. The Physicians' Desk Reference (PDR)
14. U.S. History on CD-ROM (Best Educational CD-ROM)
15. Facts on File, 1980–1990
16. Jane's All the World's Aircraft (Best Text and Graphics on CD-ROM)
17. Microsoft Small Business Consultant
18. Business Dateline Ondisc
19. PhoneDisc USA
20. Microsoft Star Pack

Judging library popularity

There are two approaches to popularity lists in libraries. The first is to survey libraries to find out which products are owned by the most libraries; the second is to discover which products they own are most used or most popular with patrons. The latter is easier to obtain for online databases than for CD-ROMs because most libraries keep track of their online time but only some do for CDs. With connect-time pricing, the money spent on "buying" an online database also reflects the amount of use. In my discussion of "The Most Popular Databases" (*LJ*, April 1, 1991, p. 96ff.), I concentrated particularly on popular online databases based on amount of use.

Products owned in libraries

Until 1989, OCLC surveyed its member libraries annually to find out about microcomputer and CD use. The 1987, 1988, and 1989 surveys were published in *CD-ROM Professional* (formerly *Laserdisk Professional*). Each included a top ten CD-ROM list, based on which titles were owned by the most OCLC libraries. This approach may be close to the best sellers approach since it doesn't take into account which products were most popular with users, but presumably only the popular products renewed each year. The last of these surveys, done in 1989 and published in March 1990, presented the following library top ten list: InfoTrac, ERIC, PsycLIT, Books in Print Plus, Academic Index, Modern Language Association Bibliography, ABI/INFORM, Disclosure, Dissertation Abstracts, and Social Science Index.

Optical Discs in Libraries: Use and Trends, a book by Ching-chih Chen (Learned Information, 1991), presents the results of surveys of American and European libraries conducted in 1987, 1988, and 1989. Although now dated, the information about most common titles is interesting because it compares American and European libraries and because the American libraries data are broken down by type of library.

In American academic libraries in 1988, the most popular titles, according to Chen, were ERIC, InfoTrac, PsycLIT, Books in Print Plus, ABI/INFORM, Compact Disclosure, Dissertation Abstracts, Business Periodicals Index, and GPO Monthly Catalog. Public libraries favored acquisition and catalog or cataloging titles more, except for their number one choice—InfoTrac. Among the other titles popular in public libraries were Books in Print Plus, BiblioFile, LaserCat, Le Pac, and Ulrich's Plus. Special libraries chose MEDLINE, Books in Print Plus, ERIC, InfoTrac, PsycLIT, Agricola, BiblioFile, and ABI/INFORM. European libraries favored MEDLINE, Books in Print Plus, BL/BN Pilot, ERIC, Bookbank, Ulrich's Plus, Science Citation Index, Myriade, VIB, and Grolier's Electronic Encyclopedia.

Which CDs do patrons prefer?

As libraries get more CD-ROM titles and as these original choices bear reexamining, it is useful to know which of these are most popular with patrons. This is usually judged by a combination of statistics on use and gut instinct of the reference librarians. Reference librarians know which products are always busy, which garner the most favorable comments from users, and which get a good reputation that leads to repeated use.

Last year, Ralf Neufang, a reference librarian at the University of Hawaii, and I surveyed research libraries about which CD-ROM databases were most used in their libraries [see Automation News, *LJ*, December 1991, p. 48]. We asked university librarians which CD-ROM databases were the most popular with patrons. Many don't keep usage statistics, so in these cases, rates of use were determined by the librarians' perceptions. This was not, therefore, a scientific study; it reflected, instead, which CDs were perceived by librarians as being the most popular with patrons in their libraries.

More than half of these libraries offered reference access to 20 or more CD-ROM titles, with a third offering 30 or more CDs, so the pool from which to choose was large in most cases. Asked to list the ten most popular titles in their libraries, the approximately 100 librarians named a total of 60 different CD-ROM products.

The top 20 titles, named as most popular by the most libraries, are:

1. PsycLIT
2. ERIC
3. ABI/INFORM
4. MLA (Modern Language Association) International Bibliography
5. MEDLINE
6. Dissertation Abstracts International
7. CINAHL (Cumulative Index to Nursing and Allied Health Literature)
8. Social Science Citation Index
9. Agricola
10. SocioFile
11. PAIS
12. InfoTrac
13. COMPENDEX
14. Newspaper Abstracts
15. Compact Disclosure
16. GPO Monthly Catalog
17. Science Citation Index
18. Applied Science and Technology Index
19. Periodical Abstracts
20. Readers' Guide to Periodical Literature

Many of these ranked in 1991 as most popular with patrons were the same titles found in libraries in 1987–88 by the Chen and OCLC surveys. They are obviously quite different types of databases from the titles listed in best sellers lists; they are almost all bibliographic databases sold on a subscription basis. They are used for research purposes in a library setting, and their cost is high—over $1000 per year in almost all cases. These are not consumer products for home use.

There is still a gap between which CD-ROMs are being bought and used in libraries and which are bought by the home user. CD-ROM best sellers lists—no matter how accurate or inaccurate they are—are not yet influencing libraries. CD-ROM is still a reference or research medium in libraries. Organizations like the Bureau of Electronic Publishing are working to broaden that perception in the near future.

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THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

An Overview of ERIC

The Educational Resources Information Center (ERIC) is a nationwide information system currently sponsored and supported by the U.S. Department of Education's Office of Educational Research and Improvement (OERI). ERIC was founded, in the mid-1960s, at the then Office of Education, for the purpose of achieving bibliographic control over the report literature produced by the agency and its many contractors. ERIC has since expanded to cover the education-related document and journal article literature wherever it is produced. ERIC collects, analyzes, catalogs, indexes, abstracts or annotates, announces, and makes available, documentary information from public, private, local, state, federal, and international sources.

The decentralized structure of ERIC consists of a policy making, funding, and monitoring federal program office in the U.S. Department of Education (commonly referred to as Central ERIC), 16 subject-specific ERIC Clearinghouses (aided by a small number of volunteer Adjunct Clearinghouses), and three technical support contractors. Each Clearinghouse is responsible for collecting and processing the literature within a major segment of the field of education. The technical support contractors are: (1) the ERIC Processing and Reference Facility (for database editing

and building, lexicography, and centralized computer processing); (2) the ERIC Document Reproduction Service (EDRS) (for microfiche and document delivery); and (3) ACCESS ERIC (for outreach, marketing, and referral services).

ERIC's most well-known product is its bibliographic database, which through 1991 contains 759,144 records (for 328,394 documents and 430,000 journal articles). For this database, ERIC actively solicits technical reports, conference proceedings and papers, curriculum materials, project descriptions, evaluation and policy studies, and many other kinds of documents, serving all levels of the educational community, from the practitioner to the researcher. Items entering the database are announced, as appropriate, in one of ERIC's two monthly printed abstract journals: *Resources in Education* (RIE), covering documents (about 14,000 per year); and *Current Index to Journals in Education* (CIJE), covering journal articles (about 18,000 per year). The database is available for computer searching and retrieval via various online vendors (e.g., DIALOG, OCLC, and BRS) and CD-ROM vendors (e.g., SilverPlatter, DIALOG).

Some 98 percent of the documents collected by ERIC are archived on microfiche and made available to libraries and users by EDRS on a subscription basis (through 1991 there were more than 870 subscribers worldwide) or an on-demand basis. Some 80 percent of the journal articles selected by ERIC are available from standard reprint sources, such as University Microfilms International (UMI).

In addition to building the world's premier education-related bibliographic database, the ERIC components produce many publications of their own. The Clearinghouses prepare various syntheses, interpretive summaries, state-of-the-art reviews, annotated bibliographies, and digests (all told, in excess of 200 publications per year). The support contractors produce a variety of directories, calendars, indexes, newsletters, and other reference and referral tools.

Historical Development (Tables 1 and 2)

In the late 1950s and early 1960s, the U.S. Office of Education found itself faced with a proliferation of unpublished reports emanating from increased federal funding of research, exemplary programs, and demonstration projects. The first gropings for a solution to the problem—a system to control and disseminate federally sponsored education-related research papers—can be found in concept and feasibility studies dating back to 1960. For example, the first efforts to conceptualize an ERIC *Thesaurus*, i.e., a subject-indexing authority for such a future system, appeared in 1961. The concept of an overall ERIC *system*—combining document collection, cataloging, indexing, abstracting, announcement, archiving, and dissemination—began to emerge during this period under the leadership of Dr. Lee Burchinal; however, ERIC's gestation proved to be quite long. It wasn't until 1964 that an actual embryonic organizational unit called *ERIC* appeared within the Office of Education. Then in quick succession, however, a contract was let in 1965 for the ERIC Document Reproduction Service (EDRS) and contracts were let in 1966 for the first twelve ERIC Clearinghouses and a central editorial and computer processing facility. In November

TABLE 1

ERIC Directors, 1965–1991*

(Central ERIC, Clearinghouses, and Support Contractors)

Prefix	CENTRAL ERIC	Year	Director	Host Organization	Notes
CERIC	Central ERIC	1965-66	Harold A. Haswell	Office of Education (OE)	
		1966-70	Harvey Marron	Office of Education (OE)	
		1970-78	Charles W. Hoover	National Institute of Education (NIE)	
		1978-82	Robert E. Chesley	National Institute of Education (NIE)	
		1982-85	Charles W. Hoover	National Institute of Education (NIE	
		1985-87	Alan Moorehead	Office of Educational Research and Improvement (OERI), U.S. Department of Education	
		1988-	Robert M. Stonehill	Office of Educational Research and Improvement (OERI), U.S. Department of Education	

Prefix	ERIC CLEARINGHOUSES	Year	Director	Host Organization	Notes
AC	Adult Education	1967-72	Roger DeCrow	Syracuse University	Merged into CE in 1973
		1973	Stanley Grabowski	Syracuse University	
AL	Linguistics	1966-71	A. Hood Roberts	Center for Applied Linguistics (CAL)	Merged into FL in 1971
CE	Adult, Career, and Vocational Education (formerly Career Education)	1973-75	David Tiedeman	Northern Illinois University	
		1976-79	Maria Peterson	Ohio State University	
		1980-87	Juliet Miller	Ohio State University	
		1987-	Susan Imel	Ohio State University	
CG	Counseling and Personnel Services	1966-	Garry R. Walz	University of Michigan	
CS	Reading and Communication Skills	1972-83	Bernard O'Donnell	National Council of Teachers of English (NCTE)	
		1984-87	Charles Suhor	National Council of Teachers of English (NCTE)	
		1988-	Carl Smith	Indiana University	

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EA	Educational Management	1966-67 1967 1968-69 1969-	Ione F. Pierron Philip K. Piele (Acting) Terry L. Eidell Philip K. Piele	University of Oregon University of Oregon University of Oregon University of Oregon	
EC	Handicapped and Gifted Children	1966-69 1969-70 1970-90 1990	June Jordan Paul Ackerman Donald K. Erickson Frederick Weintraub	Council for Exceptional Children (CEC) Council for Exceptional Children (CEC) Council for Exceptional Children (CEC) Council for Exceptional Children (CEC)	
EF	Educational Facilities	1967-68 1969-70	John Yurkovich Howard Wakefield	University of Wisconsin University of Wisconsin	Merged into EA in 1970
EM	Educational Media and Technology	1967-68 1969-70 1971-72 1972-73	Wilbur Schramm William Paisley Donald Coombs Richard E. Clark	Stanford University Stanford University Stanford University Stanford University	Merged into IR in 1973
FL	Languages and Linguistics	1966-70 1971-74 1974-78 1978-80 1981-86 1986-	Kenneth W . Mildenberger Warren Born A. Hood Roberts Peter A. Eddy John L. D. Clark Charles W. Stansfield	Modern Language Association (MLA) Modern Language Association (MLA) Center for Applied Linguistics (CAL) Center for Applied Linguistics (CAL) Center for Applied Linguistics (CAL) Center for Applied Linguistics (CAL)	
HE	Higher Education	1968-69 1969-74 1974-77 1977-	Lloyd H. Elliott Carl J. Lange Peter Muirhead Jonathan D. Fife	George Washington University George Washington University George Washington University George Washington University	
IR	Information Resources	1973-74 1974-77 1977-90 1990-	Richard E. Clark Lewis Mayhew Donald P. Ely Michael B. Eisenberg	Stanford University Stanford University Syracuse University Syracuse University	
JC	Junior Colleges	1966-	Arthur M. Cohen	University of California at Los Angeles (UCLA)	
LI	Library and Information Science	1967-70 1970-73	Wesley Simonton Herbert R. Koller	University of Minnesota American Society for Information Science (ASIS)	Merged into IR in 1974
PS	Elementary and Early Childhood Education	1967-70 1970-	Brian W. Carss Lilian G. Katz	University of Illinois University of Illinois	

RC	Rural Education and Small Schools	1966-68 1968-84 1984-86 1986-87 1988-89 1990-	Alfred M. Potts Darrell S. Wiley Everett Eddington Jack P. Cole Betty Rose Rios C. Todd Strohmenger C. Todd Strohmenger (Co) Craig B. Howley (Co)	New Mexico State University New Mexico State University New Mexico State University New Mexico State University New Mexico State University Appalachia Educational Laboratory (AEL) Appalachia Educational Laboratory (AEL)	
RE	Reading	1966-68 1968-72	Edward G. Summers Leo Fay James Laffey	Indiana University Indiana University Indiana University	Merged into CS in 1972
SE	Science, Mathematics, and Environmental Education	1966-68 1968-90 1990-91 1991-	John S. Richardson Robert Howe Patricia E. Blosser (Acting) David Haury	Ohio State University Ohio State University Ohio State University Ohio State University	
SO	Social Studies/Social Science Education	1970-75 1975-85 1985-	Nicholas Helburn Irving Morrissett John J. Patrick	Social Science Education Consortium, Inc. Social Science Education Consortium, Inc. Indiana University	
SP	Teacher Education (formerly School Personnel)	1966-68 1968-74 1974-76 1976-81 1981-83 1983 1983-87 1987-	Leonard J. West Joel L Burdin Joost Yff Karl Massanari Joost Yff Michael Butler (acting) Elizabeth Ashburn Mary Dilworth	City University of New York American Association of Colleges for Teacher Education (AACTE) American Association of Colleges for Teacher Education (AACTE) American Association of Colleges for Teacher Education (AACTE) American Association of Colleges for Teacher Education (AACTE) American Association of Colleges for Teacher Education (AACTE) American Association of Colleges for Teacher Education (AACTE) American Association of Colleges for Teacher Education (AACTE)	
TE	Teaching of English	1967-72	Bernard O'Donnell	National Council of Teachers of English (NCTE)	Merged into CS in 1972
TM	Tests, Measurement, and Evaluation	1970-72 1972-87 1987 1988-	Henry S. Dyer S. Donald Melville Gary J. Echternacht Lawrence M. Rudner	Educational Testing Service Educational Testing Service Educational Testing Service American Institutes for Research	
UD	Urban Education (formerly Urban Disadvantaged)	1966-68 1968-79 1979-	Edmund W. Gordon Dorey A. Wilkerson Edmund W. Gordon Erwin Flaxman	Yeshiva University Yeshiva University Teachers College, Columbia University Teachers College, Columbia University	
VT	Vocational and Technical Education	1966-70 1970-73	Robert E. Taylor Joel H. Magisos	Ohio State University Ohio State University	Merged into CE in 1973

Prefix	SUPPORT CONTRACTORS	Year	Director	Host Organization	Notes
AA	ERIC Processing and Reference Facility	1966-68	Joseph C. Ebersole	North American Aviation	
		1969	Richard McCord	North American Rockwell	
		1970-	Wesley T. (Ted) Brandhorst	Documentation Inc./Leasco/Operations Research Inc./ORI, Inc./ ARC Professional Services Group	
AE	Access ERIC	1989-90	Samuel Fustukjian	Aspen Systems Corp.	
		1990-	Beverly Swanson	Aspen Systems Corp.	
EDRS	ERIC Document Reproduction Service	1965-67	L. Block	Bell & Howell, Inc.	
		1968-71	Charles Koppe	National Cash Register (NCR) Co.	
			Jim Brown		
		1971-72	James A. Jaffe	Leasco Information Products, Inc. (LIPCO)	
		1972-74	Carl Koch	Leasco Information Products, Inc. (LIPCO)	
		1974-75	Charles Sauer	Computer Microfilm International (CMIC) Corp.	
		1976-82	Jack N. Veale	Computer Microfilm International (CMIC) Corp.	
		1982	Tom Glacken	Computer Microfilm International (CMIC) Corp.	
		1983-90	Victor G. Fortin	Computer Microfilm International (CMIC) Corp.	
		1991-	John E. Gracza	CBIS Federal, Inc.	

* Prepared with the assistance of ERIC "archivist" Charles Missar.

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TABLE 2

Chronology of Selected Major ERIC Events (1960–1991)

1959-60
- Conceptualization and Feasibility Studies

1961
- Thesaurus Conceptual Development (Western Reserve University)
- ERIC Name Coined

1964
- ERIC Founded

1965
- ERIC Funded (ESEA)
- EDRS Contract to Bell & Howell (November)

1966
- Panel on Educational Terminology (PET) Established
- Clearinghouses 1-12 Established
- ERIC Facility Contract to North American Rockwell (May)
- "Birth" of ERIC – Full Implementation (June)
- *Research in Education* (RIE) Appears (November)

1967
- Clearinghouses 13-18 Established
- ERIC's Name Changed to "Educational Resources" (July)
- EDRS Contract to National Cash Register (December)
- *Thesaurus of ERIC Descriptors* First Published

1968
- Clearinghouse on Teacher Education Established

1969
- *Research in Education* Put on GPO Linotron
- CIJE Journal Publication Appears (Macmillan)

1970
- ERIC Facility Contract to Leasco Systems & Research Corp.
- Clearinghouses on Educational Management; Social Science Education; Tests, Measurement, and Evaluation Established
- ERIC Database Users Conference (First)
- ERICTAPES/ERICTOOLS Program Begun

1971
- EDRS Contract to LIPCO
- ERIC Database Goes Online with Lockheed (DIALOG)

1886

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1972

- Rand Report on ERIC's Structure and Organization (ED 058 508)
- Clearinghouses on Languages and Linguistics; Reading and Communication Skills Established. (Both Amalgamations of Two Existing Clearinghouses)
- ERIC Moves from OE to NIE (July)
- ERIC Facility User Services Program Begun
- *Interchange* Newsletter Begun
- ERIC Facility Contract Retained by Operations Research, Inc. (Formerly Leasco Systems & Research, Inc.
- Fry Study of ERIC Products and Services (ED 060 923-926)

1973

- Clearinghouse on Career Education Established (Replaces Vocational and Technical Education)
- Field User Participation in Improving Indexing Vocabulary Initiated
- ERICTAPES Program Distributes 1000th Tape

1974

- Clearinghouse on Information Resources Established (Replaces Library and Information Sciences)
- Clearinghouse on Urban Education (Formerly Disadvantaged)
- EDRS Contract Awarded to CMIC (Vesicular Microfiche)
- First Revision and Expansion of the *ERIC Processing Manual* Completed
- Publication Type Data Element Added to File

1975

- RIE File Achieves 100,000th ED Number Accession
- ***Research in Education*** Changes Name to ***Resources in Education***
- ERIC Receives National Micrographics Association Award "for Outstanding Contributions to Micrographics"

1976

- ERIC Converts to Optical Character Recognition (OCR) for Data Entry
- All Images on ERIC Microfiche Filmed in "Right-Reading" Orientation

1977

- Vocabulary Improvement (VIP) Initiated -- Complete Revision of *Thesaurus*
- National Dissemination Forum Subsumes ERIC Users Conference
- ERIC Technical Steering Committee Formed
- UMI Reprint Service for CIJE Articles Inaugurated

1978

- State Technical Assistance Trips Initiated (Fostering Compatibility with ERIC Files)
- *ERIC Document Reproducibility Guidelines* Completed
- Complimentary Distribution of Microfiche to Authors Begun
- New Data Elements for Geographic Source, Language, and Government Level Begun
- ERIC Clearinghouse Information Analysis Products (IAP) Annual Bibliography Series Begun by Facility

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1979

- NIE/OPA Reference Correspondence Assigned to ERIC Facility (20,000 Letters per Year)
- RIE Produced via Videocomp Photocomposer (Replaces Linotron)
- Oryx Press Becomes CIJE Contractor (Replaces Macmillan)
- Price Codes Replace Specific Prices in RIE
- Publication Type Index Added to RIE
- ERIC Database Achieves On-Third of a Million Accessions

1980

- Vocabulary Improvement Project Completed (New *Thesaurus* Published)
- Last ERIC Users Conference Held at American Library Assoc. (ALA) Annual Conference
- NBS Study of "Technology-Based Improvement of ERIC System" Completed (Treu Report) (ED-190 127)
- *History of ERIC* Completed (ED 195 289)
- NIE Moves Into New Department of Education
- *ERIC Processing Manual* (EPM) totally revised and expanded edition begins publication (as sections are completed) (ED 219 082)
- Direct online transmission of bibliographic data from Clearinghouses to Facility begins to replace OCR (as Clearinghouses acquire equipment)
- RIE Highlights pages initiated
- "Submitting Documents to ERIC" acquisitions brochure developed

1981

- "Pocket Guide to ERIC" brochure developed
- *Identifier Authority List* (IAL) -- new ERICTOOL developed
- "Cost and Usage Study of the ERIC System" (King Report) (ED-208 902)
- State Technical Assistance visits during previous 3 years summarized (total of 19 visits)

1982

- Department of Education prepared or sponsored documents provided by ERIC to GPO on monthly basis (for GPO *Monthly Catalog* and depository library system). ED numbers and EDRS availability provided.
- National Assessment of Educational Progress (NAEP)--ERIC arranges to input all NAEP-produced and NAEP-related documents and to code for special NAEP retrieval needs

1983

- Practice File Project--practitioner-oriented documents identified in ERIC database (backfile and current) and emphasized in current acquisitions
- ERIC database achieves 500,000th (one half million) accessions
- National Commission on Excellence in Education (and "spinoff" commissions/committees) begins to issue reports. ERIC makes special effort to collect, control, and disseminate "Excellence" reports
- IBM-PC/XT microcomputers acquired by Facility for electronic mail, word processing, online files, and other applications

1983

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1984

- New Publication Types added to the ERIC database: "Multilingual/Bilingual Materials (171); "Computer Programs" (101); "ERIC Clearinghouse Publications" (071)
- "Target Audience" data element officially added to ERIC database, as a major outcome of the Practice File Project
- Electronic mail system (Based on MULTILINK) made operational for ERIC Clearinghouses, using ERIC Facility's IBM-PC/XT
- Direct online transmission of bibliographic data (RIE and CIJE) to Facility completed for all Clearinghouses

1985

- ERIC participates in IBE meeting on International Network for Educational Documentation (INED), May 20-24, 1985, Geneva, Switzerland
- ERIC begins work with NCES on "Locator" file dealing with education-related numeric/statistical databases
- ERIC begins work on coordinating with BEBA (Bilingual) database; analyzes degree of overlap with ERIC database
- Internal NIE/OERI staff review of ERIC initiated (resulting in "ERIC Redesign" project, with external panel, in 1986)
- Practitioner-oriented documents in ERIC determined, through two independent analyses to be between 26% and 31% of input
- NIE reorganization

1986

- *Directory of ERIC Information Service Providers* (June 1986) (combination of prior directories of microfiche collections and search services)
- Social Sciences/Social Studies Clearinghouse shifts to Indiana University (From Social Science Education Consortium, Colorado)
- NIE changes name to Office of Educational Research and Improvement (OERI)
- First "InterEd" meeting (August 1986)--representatives of ERIC, *Australian Education Index, British Education Index, Canadian Education Index*
- First ERIC-on-CDROM disc shipped by SilverPlatter/ORI (August)
- ERIC's 20th Anniversary (November)
- EDRS changes from vesicular film to diazo film (March)
- "ERIC Redesign" project starts (May) (resulting in "ERIC in its Third Decade" report in December) (ED-278 429)

1987

- "ERIC Redesign" generates broad array of reaction papers and public response (hundreds of letters)--analysis of reactions modified plans
- Congressional oversight hearings on ERIC (July 30) (ED-287-519)
- GPO announces RIE price reduction (to $51/year)
- RIE "Trademark" renewed
- Online-in process file project started at Facility (for duplicate checking by Clearinghouses)
- ERIC joins APDU and IASSIST (in connection with ERICSTAT project to announce data files)
- ERIC Facility funding reduction (10% Gramm-Rudman)
- All ERIC Clearinghouse contracts competed simultaneously
- ERIC *Thesaurus* (11th edition) published (January)
- "ERICSTAT" project identifies education-related data files and develops cataloging conventions

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1988

- Rural Education Clearinghouse shifts to Appalachia Educational Laboratory (from New Mexico State University)
- Reading and Communication Skills Clearinghouse shifts to Indiana Univ. (from NCTE)
- New cover for RIE (January)
- ERIC begins to announce Machine-Readable Data Files (MRDF) in RIE (January)
- Tests, Measurement, and Evaluation Clearinghouse shifts to American Institutes for Research (from ETS)
- EDRS initiates "ERIC After Hours" ordering service
- ERIC *Thesaurus* used as baseline vocabulary for *British Education Thesaurus* and *Canadian Education Thesaurus*
- ERIC Digests Online (EDO) full-text file prepared initially by PS Clearinghouse (shifted later to ERIC Facility)
- "ERIC Annual Report" initiated (first issue covers 1987)

1989

- ACCESS ERIC (new ERIC component for outreach) contract awarded to Aspen Systems Inc. (May)
- "ERIC Partners" project (the marshalling of ERIC's major users) initiated (350 achieved by year-end)
- First "Adjunct ERIC Clearinghouses" (no-cost-to-ERIC volunteers) inaugurated: Literacy Education for Limited-English-Proficient Adults; Art Education; U.S. Japan Studies; Compensatory Education (Chapter 1). Help to improve coverage in specialized areas.
- *Directory of Education-Related Information Centers* (other than ERIC) inaugurated by ACCESS ERIC (for use in providing referral services).
- "Compact ERIC" project to investigate storing the full-text of selected "best" ERIC documents and articles on optical media begins as joint effort with UMI.

1990/1991

- ERIC *Thesaurus* (12th edition) published in 1990
- *ERIC Review* inaugurated by ACCESS ERIC in 1990
- ERIC achieves first budget increase in a decade (from $5.7 to $6.5 million)
- ERIC Digests Online (EDO) File mounted online by DIALOG, PLATO, and GTE Education Services
- EDRS contract shifts to CBIS Federal Inc. (from Computer Microfilm Corp.) at end of 1990
- President's six " National Education Goals" and "America 2000" project begin to impact ERIC's products and services
- Second InterEd meeting (October 1991)

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1966, the first issue of ERIC's abstract journal appeared, then called *Research in Education,* creating a convenient milestone from which to count future anniversaries.

In 1967, an additional six Clearinghouses were established, for a total of 18. Since then, the number has fluctuated in response to needs and priorities. There have been a total of 23 different ERIC Clearinghouses over the years, but the number has currently stabilized at 16. Also in 1967, the word *Research* in ERIC's name was changed to *Resources,* reflecting the emerging recognition that research results were not the only bibliographic resources that ERIC was going to collect. (Interestingly, the same switch of words in RIE's title did not take place until much later, in January 1975.)

Many of ERIC's basic organizing principles, still in use today, were determined very early in its life and reflect the careful planning of the founders. Much of the historical evolution of ERIC can be traced to the following three "signature" strategies:

DECENTRALIZED STRUCTURE

Unlike the other monolithic government information centers that might have served as a model, ERIC decided to adopt a decentralized model. Education in the United States was—and still is—a decentralized enterprise, with power dispersed to the states and localities, professional associations, and teacher unions. Information was being developed at all these levels and a monolithic information center in Washington was felt not to be the best way to keep abreast of such a diffuse and dispersed community. Instead, a system of separate Clearinghouses was conceptualized, each concentrating on a major sector of the field of education and each bearing responsibility for acquiring the documentation of that subfield and for interacting with that particular part of the educational community.

The same decentralized structure pertains today, having served ERIC well in coping with the many constituencies that comprise the field of education. Though decentralization is not without special problems of coordination and duplication caused by the geographically dispersed system components, on balance the increased breadth of coverage, the diversity of contacts, and the variety of points of view represented, have ultimately been assessed as strengths that outweigh the operational problems.

LEVERAGING WITH THE PRIVATE SECTOR TO ACHIEVE DATABASE DISSEMINATION

Always modestly budgeted, ERIC was from the beginning forced to involve the private sector in an effort to *leverage* various dissemination products and services. ERIC had enough funds to create its bibliographic database, but not enough to create all the products and services that needed to be derived from that database.

The micrographics contractor (EDRS), commercial publishers, and the online and CD-ROM vendors are all examples of organizations that provide ERIC products and services to the public, at no charge to the government. ERIC, in effect, gives these organizations a license to (1) microfilm ERIC documents; (2) publish the ERIC *Thesaurus* and *Current Index to Journals in Education;* and (3) to include the ERIC

database in commercial online and CD-ROM information retrieval systems. The for-profit sector organizations provide services and market products to the public, recovering their costs and making a profit in the process; the users, in turn, pay for what they specifically want, but pay no subsidy in tax dollars for those products and services.

Leveraging is evident, to some extent, even in the Clearinghouse contracts, where the host organization holding the Clearinghouse contract typically provides ERIC with some services (e.g., in-kind personnel, printing, and office equipment) above and beyond those strictly required by the contract.

DOCUMENT DELIVERY AS AN ESSENTIAL SERVICE

The first ERIC contract, in 1965, before any of the Clearinghouses, established the ERIC Document Reproduction Service (EDRS). This is an indication of how crucial the early planners viewed document delivery. Unlike many information systems, which simply tell users about the existence of an item without solving the problem of obtaining a copy, ERIC wanted to be able to actually deliver the vast majority of the items it announced. Partly this stance was dictated by the fugitive nature of the report literature. If ERIC had not offered availability, the problems and frustrations of the users in this area probably would have led to more criticism than any system could bear. Be that as it may, ERIC was founded on the principle of closing the loop for the user as much as possible.

The more than 870 ERIC microfiche collections that exist around the world, built up regularly through annual subscriptions, together with the ready on-demand availability of documents in microfiche and reproduced paper copy from the ERIC Document Reproduction Service (EDRS), represent one of the strongest links in the ERIC chain of services.

While structural decentralization, private sector leveraging, and guaranteed document delivery are perhaps the major basic strategies of ERIC, there are several other lesser strategies that might be mentioned.

The bibliographic database as a fundamental foundation for the system, on which most other products and services are built and connected in some way or other.

Primary coverage devoted to that part of the educational literature that is not handled adequately by anybody else (i.e., the report/fugitive/"gray" literature, encompassing such things as contractor reports, conference papers, curriculum materials, etc., but generally not including the commercially published book literature).

Relevance to all levels of the educational community, from the teacher concerned with tomorrow's lesson to the professor engaged in research. This implies an acquisitions net that is cast widely and that encompasses both the theoretical and the practical.

A wide distribution of ERIC information, including both to the regular education community (teachers, administrators, researchers, counselors, students, etc.) as well as to parents, policymakers, and the media, at the lowest possible cost.

A database that changes in response to changing conditions. ERIC's acquisitions and selection criteria have been modified over time in response to new priorities (e.g., the inclusion of machine-readable data files), and new fields have periodically been added to improve searchability and discrimination (e.g., Publication Type, Target Audience). In 1990, the full text of certain selected documents (i.e., two-page ERIC Digests) became available to online users.

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ERIC "Redesign"

In 1986–1987, there occurred perhaps the single most significant event in the development of ERIC since its birth. This was called the *ERIC Redesign Study*, a top-to-bottom examination that involved the internal staff at the Department of Education, an outside panel of reviewers, and numerous critiques from the field. This intense examination of ERIC culminated in a widely discussed paper titled *ERIC In Its Third Decade* (Bencivenga 1987, in ED 278 429). Later that same year, on July 30, 1987, the House Subcommittee on Select Education sponsored the first oversight hearings on ERIC (ED 287 519). As a result of these activities, three main policy emphases were identified for ERIC's immediate future:

ERIC products and services should become more widely used and available
ERIC should become better integrated into OERI's mission of gathering, analyzing, and reporting information on the status and condition of American education
ERIC should serve a wider, more diverse audience, including policymakers, journalists, practitioners, and the general public

Some of the strategies for accomplishing these goals included:

ACCESS ERIC, the first new system component in over two decades, to serve as an outreach arm for ERIC, strengthening the areas of marketing, publicity, advertising, and public relations, and helping to actively disseminate ERIC's products and services (call 1-800-USE-ERIC).
Adjunct Clearinghouses as an aid to achieving better coverage of the literature and as a source of volunteer financial support. Through 1991, ERIC has Adjunct Clearinghouses in the areas of Literacy Education for Limited-English-Proficient Adults, Art Education, U.S.-Japan Studies, Compensatory Education, and Consumer Education.
ERIC Partners as an attempt to multiply ERIC's dissemination efforts and to achieve a wider audience via the marshalling of its major users. ERIC's network of 500 plus Partners routinely receive and redistribute ERIC materials to their own organizational members. The improved integration of ERIC with OERI's other major programs, such as the Research and Development Centers and the Regional Educational Laboratories, has also received attention. The ERIC Clearinghouses are now actively producing publications in partnership with these units, the flow of products from these units to the ERIC database is now more routinized, and, ERIC, the Labs, and the Centers now regularly participate in joint planning and dissemination activities.

Present Day Status and Statistical Summary (Through 1991)

Throughout the decade of the 1980s, ERIC's annual funding stayed level at around $5 million. With the 1990s, ERIC's annual funding has risen somewhat to around $6 million. With this sum, ERIC supports 16 Clearinghouse contractors, three support contractors, and certain systemwide services such as printing at GPO. The average Clearinghouse contract size is now approximately $300,000. The ACCESS ERIC contract is approximately $400,000. The ERIC Facility contract is approximately $750,000. The EDRS contract is basically a no-cost-to-the-government arrangement. The consensus of reviewers is that ERIC achieves an extraordinary amount of end product for its modest funding.

1993

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ERIC has established and maintains a network of more than 1,600 acquisitions arrangements with organizations that regularly send ERIC their education-related document output. These arrangements, and other acquisitions efforts, bring in approximately 30,000 documents annually for evaluation and application of selection criteria.

From the total input, approximately 14,000 documents and 18,000 journal articles are selected for the database and are processed (cataloged, indexed, abstracted or annotated, and announced). The total database through 1991 contains 759,144 records and is growing at a rate of about 32,000 records annually. The two monthly abstract journals (RIE and CIJE) have approximately 2,000 subscribers each and are also distributed to over 1,000 U.S. Depository libraries and (via the Library of Congress) to nearly 85 foreign governments and institutions.

The ERIC Document Reproduction Service (EDRS) services approximately 870 regular subscribers to the entire ERIC microfiche collection. Approximately 17,000,000 microfiche cards are distributed to these subscribers annually. In addition, EDRS fulfills annually approximately 15,000 on-demand orders for microfiche or reproduced paper copy.

The Clearinghouses, in addition to their database-building efforts, produce more than 200 information-synthesizing publications annually, over a million copies of which are disseminated annually to diverse audiences.

The entire ERIC network of organizations receives at least 100,000 information requests annually, each of which is responded to individually.

The total ERIC activity at all online vendors combined is estimated at around 100,000 users, (from 90 countries), conducting 450,000 individual online searches, and expending approximately 100,000 connect hours. ERIC is regularly counted as around the 4th or 5th most searched bibliographic database in the world. The number of CD-ROM subscriptions serviced by all vendors is estimated at around 3,000.

The biannual *Directory of ERIC Information Service Providers* identifies approximately 900 locations that provide some level of service pertaining to the ERIC database (800 domestic locations; 120 foreign locations spread across 24 countries). These organizations either maintain ERIC microfiche collections, subscribe to the ERIC abstract journals and other ERIC publications, or perform computer searches of the ERIC database for clients.

ERIC in the 1990s

ERIC celebrated its 25th anniversary in 1991. It was a time for considering the new tasks and directions that face it as it enters its second quarter century of service to American education. Eight program improvement initiatives have been formally identified below. These initiatives should occupy and characterize ERIC in the 1990s.

1. *ERIC in the Schools and Community—Achieving the National Education Goals.* In its quarter century history, ERIC has evolved into a comprehensive system widely recognized as the premier source of information for planning education activities, developing new programs, carrying out research, and making program decisions. The ERIC Clear-

inghouses are now giving priority to the identification, development and dissemination of high-quality materials pertaining to the six *National Education Goals* established by the President and state Governors in 1989, and to be achieved by the year 2000. ERIC has already begun to work with a number of schools implementing school-based management to assure that critical information is available from which to make informed decisions, e.g., ERIC on CD-ROM, an EDRS collection of ERIC documents on microfiche, full-text CD-ROM products (if available), and access to other key education information sources.

2. *Full-text Delivery of Education Materials.* Long-discussed in the ERIC system, some first steps have recently been taken to provide electronic full-text access to selected materials. The ERIC Digests Online (EDO) full-text file—now available online through DIALOG, GTE Education Services, and PLATO—is one such example. (Digests are brief two-page highly compressed reports on topics of prime current interest in education.)

   Also, ERIC has been working with the private sector to develop a prototype CD-ROM product containing the full text of hundreds of key education documents and journal articles, as well as complete issues of approximately 100 core education journals. The "Compact ERIC" is envisioned as containing the most important, significant, and useful documents and articles announced in ERIC. These materials are essentially of two types: first, major policy and goals papers, major commission reports, major Department of Education publications, significant evaluation reports and research syntheses. Second, it will also contain the best items in ERIC intended for practical use by teachers, principals, school district administrators, curriculum coordinators, guidance counselors, other school professionals, and parents, including carefully selected teaching-related materials, theory-into-practice research results, curricular and classroom materials, and reference and resource guides.

3. *Diversification of Funding Sources.* ERIC has long recognized the desirability of obtaining support from other components both within and outside the Department of Education (ED). Adjunct Clearinghouses—a few of which are already supported by funding from other parts of the Department and foundations, are one manifestation of how outside support can be used; however, ERIC may also seek support from specific program offices—within ED and elsewhere—to help subsidize expanded coverage and comprehensiveness in specific topic areas of interest to those programs and their constituents. In addition, ERIC is pursuing some options by which reasonable usage fees can be collected from online vendors, CD-ROM vendors, and other commercial purveyors of the ERIC database to the public (in the past, ERIC has charged no fees or royalties for use of its database).

4. *Coverage and Delivery of Non-Print Materials.* ERIC has, with some exceptions, concentrated on the document and journal literature. While ERIC has paid increasing attention in recent years to identifying and indexing some of the major education-related machine-readable statistical files, questions remain about what ERIC's role should be in acquiring, indexing and even disseminating non-print materials, including, but not limited to, videotapes, multimedia packages, computer diskettes, CD-ROMs, interactive laserdiscs, etc. While it is clear that ERIC could pay increasing attention to such materials, cost-effective procedures for copying and disseminating such materials (even assuming copyright permission could be obtained) appear much more problematic.

5. *Expanded International Activities.* ERIC has been planning or participating in several activities designed to both expand the overseas dissemination of U.S.-developed education information, and to broaden its access to foreign-produced materials. Some activities and ideas for the greater *internationalization* of ERIC include: cooperative work now underway with the International Association of Universities and UNESCO to develop a worldwide bibliography of higher education materials; discussions with the United States Information Agency (USIA) and the Agency for International Development (AID) on ways to make ERIC materials and stand-alone CD-ROM retrieval systems involving ERIC available to developing nations (all overseas British Council libraries already have

ERIC available on CD-ROM); by cooperating with ERIC-equivalent organizations in other English-speaking countries in order to develop greater compatibility and less duplication among education databases; and, by establishing ERIC nodes on the major international computer networks, e.g., BITNET, INTERNET, to facilitate document and information exchange.

6. *ERIC Research and Development Partners.* While many commercial and academic organizations use ERIC products for their own purposes, few have established any meaningful collaborative R&D projects with the ERIC system. Over 125 documents, articles, and study reports about the ERIC system have been produced in the past six years, but they are rarely done in collaboration or even consultation with either OERI or the ERIC components. This element of collaboration would be a valuable step toward ensuring that research and development activities related to ERIC products and services will have a direct and positive effect on improving access and use of education information in the schools. In conjunction with the ERIC system components, *ERIC R&D Partners* can help to develop targeted new products and services, applications of new technologies to improve the selective dissemination of education information, and enhanced coverage of the education field.
7. *Greater Comprehensiveness of Bibliographic Coverage.* With ERIC's limited resources, ERIC Clearinghouses have always had to make difficult decisions about which documents and journal articles would be indexed for inclusion in the ERIC database. For instance, though *Current Index to Journals in Education* claims to cover about 800 journals, very few of those are actually indexed cover-to-cover. Most journals are indexed selectively; that is, not all of the education-related articles are cited in the ERIC database. Under discussion is a list of *core education journals* that will be uniformly indexed cover to cover in the future. A related issue concerns the published book literature; that is, monographic materials generally produced commercially and accessible through regular library systems: should ERIC expand its coverage to such materials?
8. *Value-Added Services.* In contributing to the prototype Compact ERIC full-text product on CD-ROM, ERIC Clearinghouses were asked to determine which materials from the ERIC database should be included in a highly-selective compilation of practice and policy-oriented materials. On an ongoing basis, the Clearinghouses are continuing to identify these *best* materials. How can ERIC most constructively continue this emphasis on assessing the quality of documents and journal articles selected for the database?

SELECTED BIBLIOGRAPHIC RESOURCES*

Bencivenga, J. J. et al., *ERIC Redesign. Papers Issued for Public Comment, 1986–1987,* Educational Resources Information Center, Washington, DC, April 1987, 60 pp (ED 278 429).

Brandhorst, T. (ed.), *Bibliography of Publications About ERIC,* ERIC Processing and Reference Facility, Rockville, MD. Issued irregularly; issues to date are as follows:

ED 169 955 1964–1978 269 Citations
ED 262 784 1979–1984 131 Citations
ED 308 874 1985–1988 107 Citations

(This is the best source of information concerning what has been written about ERIC.)

Brandhorst, T., "What are the Possibilities for Coordinating Education Information Databases?" *Knowl. Soc.,* 3 (2), 45–57 (Summer 1990).

"Educational Resources Information Center," report appearing annually in *The Bowker Annual Library and Book Trade Almanac,* R.R. Bowker Co., New Providence, NJ. (This is a condensed version of the *ERIC Annual Report,* appearing in a widely available reference book.)

*The "ED" accession number identifies documents in the ERIC database. Items with an ED number can be found in the ERIC microfiche collection and can be ordered from EDRS.

ERIC Processing and Reference Facility, Rockville, MD. *ERIC Processing Manual. Rules and Guidelines for the Acquisition, Selection, and Technical Processing of Documents and Journal Articles by the Various Components of the ERIC Network*, 1980–. Loose leaf, approximately 800 pages (ED 219 082). Published in 10 chapters and 2 appendices: Introduction, Acquisitions, Selection, Handling and Shipping, Cataloging, Abstracting/Annotating, Indexing, Vocabulary Development and Maintenance, Data Entry, Database Changes (Post Publication), ERIC Clearinghouse Scope of Interest Guide (Appendix A), Glossary (Appendix B). (The best source of information about the interaction of ERIC's components and the rules followed in building its database.) Revised edition due out in mid-1992.

Hoover, C. and T. Brandhorst, *Development and Current Status of the Educational Resources Information Center (ERIC). A Model Bibliographic Control System Covering the Literature of Education in the United States*, paper presented at the International Meeting on Educational Documentation: Present and Future, Florence, Italy, May 31-June 4, 1982, 36 pp (ED 221 171).

Office of Educational Research and Improvement, *ERIC Annual Report. (Summarizing the Accomplishments of the Educational Resources Information Center)*, U.S. Department of Education, Washington, D.C., Issued annually; available from Central ERIC.

ED 301 192/193	covers 1987
ED 313 057	covers 1988
ED 322 934	covers 1989

(This is the best source of current statistical information concerning ERIC.)

Stonehill, R. M., "The Educational Resources Information Center (ERIC): A System Faces Its Future," *Knowl. Soc.*, 3 (2), 67–80 (Summer 1990).

Trester, D. J., *ERIC—The First Fifteen Years, A History of the Educational Resources Information Center*, National Institute of Education, Washington, D.C., July 1979, 385 pp (ED 195 289). (This is the best source of historical information concerning ERIC's early years.)

U.S. Congress. House of Representatives, *Oversight Hearing on OERI (The ERIC System)*. Hearing Before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, 100th Congress, First Session, Washington, D.C., July 30, 1987. 181 pp (ED 287 519).

TED BRANDHORST

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Educational Resources Information Center

ERIC is the largest education database in the world.

Database label:	***ERIC***
Language:	***English***
Coverage:	***1966 to date***
Database type:	***Bibliographic***
Updated:	***Monthly***

Content

ERIC provides access to the literature of education, covering the whole range from preschool to higher and adult education. ERIC also includes such areas as handicapped and gifted children; tests, measurement and evaluation; counselling; educational management; teacher education; urban and rural education; vocational education; educational facilities; information resources and media and technology. 90% of the database refers to documents published in the USA.

ERIC is used by the educational community, librarians, parents, students, teachers, researchers, administrators, policy makers and counsellors to answer such questions as -

- What is the optimum class size in high schools?
- Are there any examples of classroom materials for teaching civics?
- What are the state regulations concerning busing of students in the South?

Sources

ERIC indexes and abstracts articles from over 750 education-related journals, in addition to research reports, conference papers, dissertations, bibliographies, contractor reports, and curriculum materials, etc. ERIC corresponds to the two hard-copy abstract journals *Resources in Education* (RIE) - for documents, and *Current Index to Journals in Education* (CIJE) - for journal articles.

Producer

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7470 Fullerton Road, Suite 110
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+1 703 440 1400
Fax: +1 703 440 1408

Search aids: *Thesaurus of ERIC Descriptors, ERIC Identifier Authority List* (hardback) available from Oryx Press, 4041 North Central at Indian School Rd, Phoenix, AZ 85012-3397, USA. *ERIC Identifier Authority List* (paperback), *ERIC Processing Manual, ERIC Ready References, ERIC/RIE Title Index, Institutional Source Directory* - available from the ERIC Facility.

Microfiched and reproduced paper copies of RIE documents are provided by the ERIC Document Reproduction Service.

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Sample documents

1. Journal Article (from CIJE)

AN EJ435684 D-S Update: 920907.
TI Reading Aloud: A Bridge to Independence.
AU Evans-K-M.
SO New-Advocate, v5 n1 p47-57 Win 1992.
YR 92.
DE *Journal-Writing; *Reader-Response; *Reading-Aloud-to-Others; *Reading-Instruction; Childrens-Literature; Grade-7; Junior-High-Schools; Reader-Text-Relationship; Reading-Teachers; Teaching-Methods; Writing-Composition; Writing-Improvement.
AB Describes one teacher's experiences with helping seventh graders become lifelong readers. Discusses the importance of reading aloud to students and how reading, listening, and discussing can help improve writing through the use of reading journals. (MG).
PT JOURNAL ARTICLES (080); GUIDES - Classroom Use - Teaching Guides (For Teacher) (052).
IS CIJAPR92.
CH CS742797.
NO ISSN: 0895-1381.

2. Report (from RIE)

AN ED339726 D-S Update: 920907.
TI The Changing Face of Testing and Assessment: Problems and Solutions. AASA Critical Issues Report.
AU Hymes-D-L; And Others.
IN American Association of School Administrators, Arlington, Va. (88816801).
YR 91.
DE *Educational-Testing; *Standardized-Tests; *Testing-Problems; Academic-Achievement; Accountability; Educational-Assessment; Educational-Change; Educational-Improvement; Educational-Policy; Educational-Quality; Elementary-Secondary-Education; National-Surveys; School-Districts; Student-Evaluation; Test-Use; Trend-Analysis.
ID National-Assessment-of-Educational-Progress; Performance-Based-Evaluation.
GS U.S. ; Virginia.
AB Educational testing is at a decisive moment, as the issue of standardized testing has become one of the most hotly debated education issues of the decade. The accuracy and relevance of standardized tests have been questioned by many researchers, evidenced in the 20-year report of the National Assessment of Educational Progress. (...)
PT REPORTS - Evaluative/Feasibility (142).
IS RIEAPR92.
CH TM017603.
NO ISBN: 0-87652-164-2.
NT 106p.
AV American Association of School Administrators, 1801 North Moore St., Arlington, VA 22209-9988 ($14.95 for 1 copy, 10% discount for 2-9 copies, 20% discount for 10 or more copies. Add $3.50 to orders of $20.00 and under for postage and handling. Orders for less than $20.00 must be accompanied by payment in full).
PR EDRS Price - MF01/PC05 Plus Postage.

Print formats

Short	AN TI AU IN SO YR
Medium	AN TI AU IN SO YR AB SN NT PR AV
Long	AN TI AU IN SO YR DE ID TA GS SN AB NT PR AV
All	AN TI AU IN SO YR DE ID TA GS SN AB LG PT IS CH GV NO NT AV PR LV
Free	AN TI DE ID PT
Example	_ .P MEDIUM 1-10,15,19
- or by paragraph:	_ .P TI,DE 1-10

Paragraphs / Searching

Label / description		Example
AN	Accession number and update code	1_ EJ435684.AN 2_ 920907.AN
TI	Title	3_ READING ADJ ALOUD TI
AU	Author(s)	4_ EVANS-K$
IN	Institution	5_ SCHOOL ADJ ADMINISTRATORS.IN
SO	Source	6_ NEW-ADVOCATE
YR	Year of publication	7_ YR=92
DE	Descriptors (covers MJ,MN)	8_ READING ADJ INSTRUCTION.DE 9_ READING-INSTRUCTION
MJ	Major descriptors	10_ TESTING.MJ
MN	Minor descriptors	11_ EDUCATIONAL-CHANGE.MN
ID	Identifiers	12_ PERFORMANCE WITH EVALUATION.ID
TA	Target audience	13_ PARENTS.TA
GS	Geographic source	14_ VIRGINIA.GS
SN	Sponsoring agency	15_ TEXAS WITH BOARD.SN
AB	Abstract	16_ ACCOUNTABILITY.AB
LG	Language	17_ LG=FR
PT	Publication type	18_ PT=080
IS	Issue number (RIE or CIJE)	19_ CIJAPR92 or RIEJUL92
CH	Clearinghouse number	20_ CS742797
GV	Governmental status	21_ STATE.GV
NO	Contract, grant or report number	22_ OERI.NO
NT	Notes	23_ THESIS.NT
AV	Availability	24_ UMI.AV
PR	EDRS price code	25_ MF05.PR
LV	Level of availability	26_ LV=1

Limit options

		1_ EVANS-K$
UP	Update month	2_ L 1 UP>9211
UD	Update date	3_ L 1 UD>921130
YR	Year of publication	4_ L 1 YR<92

Quick codes

YR =	Year of publication	1_ YR=92
LG =	Language of publication	2_ LG=FR
PT =	Publication type	3_ PT=080
SF =	Segment of the file	
	ED - Resources in Education	4_ SF=ED
	EJ - Current Index to Journals in Education	5_ SF=EJ
CH =	Clearinghouse code	6_ CH=CS
LV =	Level of availability	7_ LV=1

Notes on ERIC

Database size: Type DOCZ to find the size of the database at any time.

Guides: Further information on ERIC is available in the Data-Star Biomedical Manual and in the online NEWS or BASE databases (type NEWS-ERIC or BASE-ERIC).

For Automatic Plurals: type .SET PLURALS ON

1000

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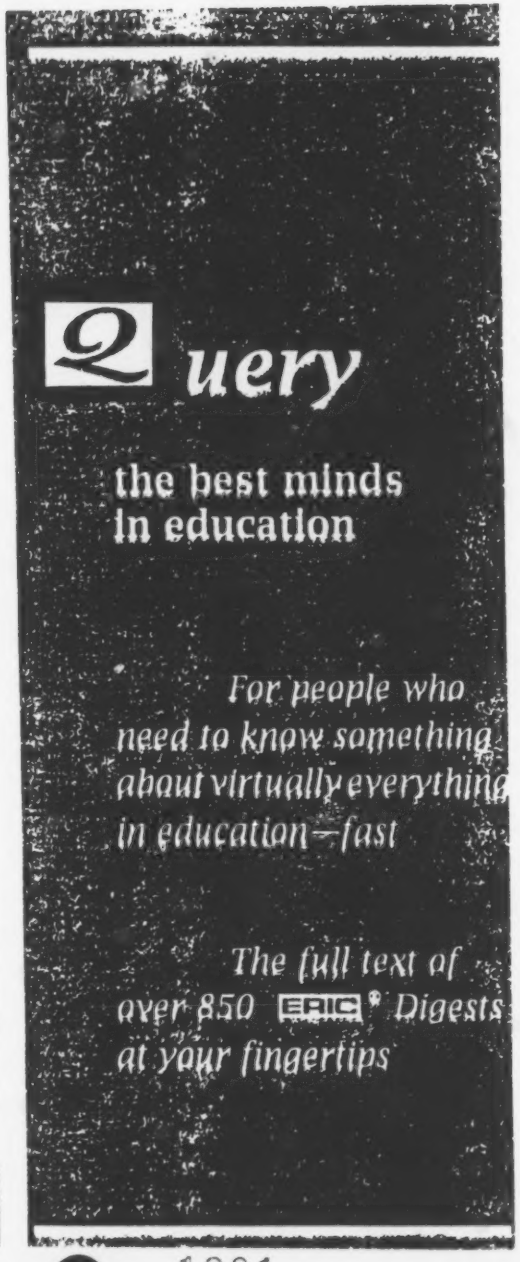
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* For librarians, superintendents, principals, teachers, school board members, PTA members

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Query . . . the best minds in education

What is *Query*?

Query is an information retrieval system for IBM PCs. *Query* contains the full text of over 850 ERIC Digests. Updated annually, *Query* combines hot topics in education with award-winning search software.

Query's sharp, succinct essays summarize current issues in education, outline differing viewpoints, and answer key questions. All of *Query*'s essays are produced by the 16 ERIC Clearinghouses. Each is

- written by content experts,
- edited professionally, and
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ERIC Clearinghouse on Information Resources

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Developing homework policies

Dismissing incompetent teachers

Distance education and the changing role of the library media specialist

Emerging issues in state-level school finance

Ethical and legal issues in school counseling

Full-day or half-day kindergarten?

Identification of the gifted and talented

Involving parents in the education of their children

LEP students in the schools: helping the newcomer

Professional training programs in special education

Readings and resources for parents and teachers of gifted children

Recruiting and selecting principals

Sources of information about promising and exemplary programs and materials for elementary school mathematics

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"*Query* is remarkably simple. I could use it immediately, right out of the box."

Jeffry Schiller, Assistant Superintendent
Charlotte (North Carolina) Public Schools

How does *Query* work?

Query runs on all IBM PCs and compatibles. Its fast, efficient search program can examine 200 titles and descriptors in under 1 second on a PC/AT.

Query's search program takes less than 200K of hard-disk storage space. While the essay data base contains 12M of information, it uses only 4M on your hard disk because of our advanced compression techniques. But if hard-disk space is at a premium, you can store the data base—or parts of it—on high-density disks. *Query* will prompt you when you need to insert a new disk.

Want to sample *Query* first?

For only $10, you can try our Demo, which contains abstracts of every essay in *Query*'s data base. The Demo version is limited to 100 searches. Or for $30, you can order the Abstracts version, giving you unlimited searches.

To order *Query* . . .

Simply fill out the order form on the back of this page. If you're ordering by mail, you can pay by check, money order, or institutional purchase order. Or use our toll-free telephone number to pay by credit card.

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DIALOG
Information Services, Inc.
3460 Hillview Ave. • Palo Alto California 94304 • (415) 858-2700 • FAX: (415) 858-7069

November 12, 1992

Mr. W.T. Brandhorst, Director
ERIC Processing and Reference Facility
1301 Piccard Drive, Suite 300
Rockville, MD 20850-4305

Dear Ted:

We're pleased to announce an exciting new partnership with CompuServe. As part of our evolving strategy to work with selected marketing partners to reach end users, we are licensing our Knowledge Index Service to CompuServe to better service consumer endusers. The changeover should be public on April 1, 1993.

This change means that all existing and future customers of Knowledge Index will be serviced by CompuServe. Your database will continue to reside on Dialog. KI access will be via a telecommunications link to Dialog. This is a gateway agreement.

The terms of your contract and royalties remain the same although all customer billing and administration is handled by CompuServe. Dialog will invoice CompuServe for total usage and send you royalty payments for KI usage by CompuServe. There will be no change to your royalty or to the reports you have been receiving.

Knowledge Index will be available to customers during the same hours (after 6PM and before 5AM local time) and at the same price, $24.00 per hour on CompuServe. The interface remains the same terminal mode interface used by customers today. There will be no change to the treatment of your database(s) on Dialog.

We view this as a great opportunity for you, CompuServe and Dialog, because not only do we expect customers to stay with KI during the transition, but we expect many of CompuServe's one million customers to become new KI users. The IQUEST gateway remains on Compuserve and provides access to full primetime DIALOG.

Should you have questions about the new relationship, how KI customers will access your database or any other questions regarding this change, please contact me or Lydia Dehn, Director, Product Marketing at 415-858-3789.

Sincerely Yours,

Eireann

Eireann M. Carroll
Account Manager

1005

DIALOG
Information Services, Inc.
3460 Hillview Ave. • Palo Alto California 94304 • (415) 858-2700 • FAX: (415) 858-7069

Brian A. Allen
Database Manager
DIALOG Information Services, Inc.
10323 Robb Ct.
Westminster, Colorado 80021

October 13, 1992

ERIC Processing & Reference Facility
Attn: Ted Brandhorst
1301 Piccard Drive, Suite #300
Rockville, Maryland 20850-4305

Dear Ted,

Most of you know me by now, and have talked with me, however for those who haven't I am the Database Manager for your database on DIALOG. I am responsible for any of the technical aspects of your database, i.e., updates, database problems, enhancements, etc. I am located in Denver, Colorado and am separate from the Palo Alto offices. I recently have changed my telephone number. My new telephone/fax number is (303) 438-0752. Use this number to contact me either by voice or fax. You should be able to catch me anytime between 8:00 A.M. - 5:00 P.M. Mountain Time if you have any questions.

I look forward to working with you! If you have any questions at anytime, just give me a call.

Sincerely,

Brian A. Allen
Database Manager

1096

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CINCINNATI BELL INFORMATION SYSTEMS INC.

CBIS FEDERAL INC.
7420 Fullerton Road, Suite 110
Springfield, Virginia 22153-2852
(800) 443-ERIC · (703) 440-1400
FAX (703) 440-1408

MEMORANDUM

To: All Standing Order Customers
From: Peter M. Dagutis, Director
Date: December 31, 1992
Subject: Subscription Updates

DECEMBER 1992 ISSUE:

We are pleased to provide you with the enclosed shipment of the December 1992 issue of Resources in Education (RIE) microfiche. In addition, we will send the January 1993 issue in late January.

NOVEMBER 1992 CREDIT:

Due to a clerical error, we overcharged each customer $1.20 for the November 1992 issue. We reported and charged you for 1,447 microfiche, when in fact the issue consisted of 1,436 microfiche. You will see the $1.20 credit appear on your invoice or statement.

DOMESTIC TAX ISSUES:

As discussed in our previous letters, CBIS has begun collecting sales tax for the following states:

Alabama	Illinois	New York
Arizona	Kentucky	Ohio
California	Louisiana	Pennsylvania
Colorado	Massachusetts	Texas
Dist. of Columbia	Maryland	Utah
Florida	Missouri	Virginia
Georgia	New Jersey	Washington

Sales tax has been charged beginning with this issue for each of the above states. If your organization is tax exempt and you have not provided us with a copy of your tax exemption certificate, we are obligated to charge you sales tax. If you have not provided us with your tax exemption information, please do so **immediately**.

PRICES:

Effective January 1, 1993, the new price for silver will be $.235 per microfiche and the new price for diazo will be $.110. This price change will be effective with the January 1993 issue.

QUESTIONS OR COMMENTS:

Should you have any further questions or comments, please feel free to contact me or one of our Customer Service Representatives at 1-800-443-ERIC or (703) 440-1400; or fax your comments to (703) 440-1408.

1997

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Springfield, Virginia 22153-2852
(800) 443-ERIC · (703) 440-1400
FAX (703) 440-1408

M E M O R A N D U M

To: **All Standing Order Customers**
From: **Peter M. Dagutis, Director**
Date: **November 30, 1992**
Subject: **Subscription Updates**

NOVEMBER 1992 ISSUE:

We are pleased to provide you with the enclosed shipment of the November 1992 issue of Resources in Education (RIE) microfiche. In addition, we will send the December issue in late December.

DOMESTIC TAX ISSUES:

A recent audit has resulted in a requirement for CBIS to begin collecting sales tax for the following states on **December 1, 1992**:

Alabama	Illinois	New York
Arizona	Kentucky	Ohio
California	Louisiana	Pennsylvania
Colorado	Massachusetts	Texas
Dist. of Columbia	Maryland	Utah
Florida	Missouri	Virginia
Georgia	New Jersey	Washington

Sales tax will be charged beginning with the December issue of RIE microfiche for each of the above states. If your organization is tax exempt and you have not provided us with proof (e.g. a copy of your tax exemption certificate), we are obligated to charge you sales tax. We are requesting that you provide us with your tax exemption information **immediately**.

CANADIAN TAX ISSUES:

CBIS is required to collect "Goods and Services Tax" for all Canadian shipments. Beginning with the August issue, CBIS began charging each Canadian customer 7% tax.

PRICES:

Effective January 1, 1993 our unit prices will change for both silver and diazo microfiche. The new price for silver will be $.235 per microfiche and the new price for diazo will be $.110.

QUESTIONS OR COMMENTS:

Should you have any further questions or comments, please feel free to contact me or one of our Customer Service Representatives at 1-800-443-ERIC or (703) 440-1400; or fax your comments to (703) 440-1408.

1008

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CINCINNATI BELL INFORMATION SYSTEMS INC.

CBIS FEDERAL INC.
7420 Fullerton Road, Suite 110
Springfield, Virginia 22153-2852
(800) 443-ERIC · (703) 440-1400
FAX (703) 440-1408

M E M O R A N D U M

To: All Standing Order Customers
From: Peter M. Dagutis, Director
Date: October 27, 1992
Subject: Subscription Updates

OCTOBER 1992 ISSUE:

We are pleased to provide you with the enclosed shipment of the October 1992 issue of Resources in Education (RIE) microfiche. We have also enclosed within this issue ED 344869 which was inadvertently excluded from the September 1992 issue, free of charge. In addition, we plan to begin sending the November 1992 issue of RIE microfiche in late November.

DOMESTIC TAX ISSUES:

Thank you to all of you who took the time to complete and return the tax exemption form we sent you customers in August; for those of you who still need to complete and return the form, please do so at your earliest convenience.

With this issue, we will only be charging sales tax for those domestic customers within the state of Virginia who are not tax exempt or have not returned the forms requested. For the other states, we will keep you updated in future letters.

CANADIAN TAX ISSUES:

CBIS recently received notification that we must begin reporting and collecting "Goods and Services Tax" for all Canadian shipments. Beginning with the August issue, CBIS began reporting our GST Number (127989606) on all packing lists, shipping labels, invoices, and statements and began charging each Canadian customer 7% tax.

STATEMENTS:

We have received a few inquiries on the format of our statements sent to our prepaid customers. Please be advised that beginning with this issue all balances shown enclosed within parentheses, ( ), indicates **available** funds in your account and not a debit balance.

QUESTIONS OR COMMENTS:

Should you have any further questions or comments, please feel free to contact me or one of our Customer Service Representatives at 1-800-443-ERIC or (703) 440-1400; or fax your comments to (703) 440-1408.

1909

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CINCINNATI BELL INFORMATION SYSTEMS INC.

CBIS FEDERAL INC.
7420 Fullerton Road, Suite 110
Springfield, Virginia 22153-2852
(800) 443-ERIC · (703) 440-1400
FAX (703) 440-1408

M E M O R A N D U M

To: All Standing Order Customers
From: Peter M. Dagutis, Director
Date: September 28, 1992
Subject: Subscription Updates

SEPTEMBER 1992 ISSUE:

We are pleased to provide you with the enclosed shipment of the September 1992 issue of Resources in Education (RIE) microfiche. We have also enclosed within this issue one post-issue retake, ED 342 979, free of charge. In addition, we plan to begin sending the October 1992 issue of RIE microfiche in late October.

DOMESTIC TAX ISSUES:

As you were informed in a previous letter, we sent a formal request for your institution's tax exemption certificate and information to your billing address on July 27. Thank you to all of you who took the time to complete and return this form; for those of you who still need to complete and return the form, please do so at your earliest convenience.

With this issue, we will only be charging sales tax for those domestic customers within the state of Virginia who are not tax exempt or have not returned the forms requested. For the other states, we will keep you updated in future letters.

CANADIAN TAX ISSUES:

CBIS recently received notification that we must begin reporting and collecting "Goods and Services Tax" for all Canadian shipments. Beginning with the August issue, CBIS began reporting our GST Number (127989606) on all packing lists, shipping labels, invoices, and statements and began charging each Canadian customer 7% tax.

STATEMENTS:

We have received a few inquiries on the format of our statements sent to our prepaid customers. Please be advised that a negative (-) balance indicates **available** funds in your account and not a debit balance.

QUESTIONS OR COMMENTS:

Should you have any further questions or comments, please feel free to contact me or one of our Customer Service Representatives at 1-800-443-ERIC or (703) 440-1400; or fax your comments to (703) 440-1408.

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CBIS FEDERAL INC.
7420 Fullerton Road, Suite 110
Springfield, Virginia 22153-2852
(800) 443-ERIC · (703) 440-1400
FAX (703) 440-1408

MEMORANDUM

To: All Standing Order Customers

From: Peter M. Dagutis, Director

Date: August 28, 1992

Subject: Subscription Updates

AUGUST 1992 ISSUE:

We are pleased to provide you with the enclosed shipment of the August 1992 issue of Resources in Education (RIE) microfiche. In addition, we plan to begin sending the September 1992 issue of RIE microfiche in late September.

We have also enclosed within this issue two post-issue retakes, free of charge:

ED 341 977
ED 327 002

DOMESTIC TAX ISSUES:

As you were informed in our last letter, we sent a formal request for your institution's tax exemption certificate and information to your billing address on July 27. Thank you to all of you who took the time to complete and return this form as we have received a large number of these forms.

With this issue, we will only be charging sales tax for those domestic customers within the state of Virginia who are not tax exempt or have not returned the forms requested.

For customers residing in the other states reported in our last letter, we will begin charging sales tax as CBIS sets-up accounts in those states. Therefore, for those of you who are not tax exempt or have not returned our request, we will begin charging sales tax within the next few months.

CANADIAN TAX ISSUES:

CBIS recently received notification that we must begin reporting and collecting "Goods and Services Tax" for all Canadian shipments. Beginning with this issue, CBIS will be reporting our GST Number (127989606) on all packing lists, shipping labels, invoices, and statements and will begin charging each Canadian customer 7% tax.

INVOICES/STATEMENTS:

In the past, we have sent invoices and statements within each shipment of RIE microfiche to those customers that provided us with the same shipping and billing address. Beginning with this issue, all customers will only receive a packing list within each shipment of microfiche. All invoices and statements will be sent separately. This should eliminate problems encountered with misplacing or losing these documents.

You will see an order number on the packing list that you receive which will correspond to either the statement or invoice that you will receive under separate cover.

QUESTIONS OR COMMENTS:

Should you have any further questions or comments, please feel free to contact me or one of our Customer Service Representatives at 1-800-443-ERIC or (703) 440-1400; or fax your comments to (703) 440-1408.

ORYX

November 5, 1992 — CIJE SOURCE JOURNAL INDEX UPDATE FOR JAN93

Additions

IR Proceedings of the ASIS Mid-Year Meeting

Name Changes

PS Dimensions to Dimensions of Early Childhood

October 14, 1992 — CIJE SOURCE JOURNAL INDEX UPDATE FOR DEC92

Additions

EA International Journal of Educational Reform

FL Open Letter

Linguistics in Education

September 11, 1992 — CIJE SOURCE JOURNAL INDEX UPDATE FOR NOV92

Additions

IR Open Learning

Educational Media International

Journal of Educational Multimedia and Hypermedia

Name Changes

RC Northeast Indian Quarterly to Akwe:kon

The Oryx Press An Arizona Corporation 4041 North Central at Indian School Road
Phoenix, AZ 85012 602 265 2651 FAX 602 265 6250

*** CIJE MONTHLY REPORT - OCT92 I.CIJE2 ***09:46:17 28 AUG 1992 PAGE NO 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	82	21	9	1078
CG	149	19	0	1531
CS	120	20	0	1720
EA	51	5	7	1107
EC	121	14	0	1534
FL	51	8	0	683
HE	163	19	0	1341
IR	158	35	0	1407
JC	29	3	8	301
PS	26	3	1	758
RC	40	6	6	431
SE	100	11	3	999
SO	100	18	2	986
SP	68	13	3	763
TM	63	11	0	753
UD	44	7	0	598
GRAND TOTALS	1365	213	39	15970

*** CIJE MONTHLY REPORT - OCT92 I.CIJE1 ***16:11:24 05 OCT 1992 PAGE NO 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	116	24	14	1194
CG	146	16	0	1677
CS	122	19	20	1842
EA	56	7	0	1163
EC	129	13	0	1663
FL	48	8	0	731
HE	72	12	2	1413
IR	180	43	0	1587
JC	24	3	3	325
PS	61	5	0	819
RC	30	5	13	461
SE	98	15	12	1097
SO	100	17	0	1086
SP	63	11	1	826
TM	56	8	4	809
UD	56	12	0	654
GRAND TOTALS	1357	218	69	17347

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*** CIJE MONTHLY REPORT - DEC92 I.CIJE2 ***14:24:26 06 NOV 1992 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	64	15	5	1258
CG	150	14	0	1827
CS	139	18	15	1981
EA	79	10	20	1242
EC	135	16	0	1798
FL	81	13	13	812
HE	116	18	0	1529
IR	138	31	0	1725
JC	12	2	0	337
PS	54	5	2	873
RC	30	2	9	491
SE	207	26	25	1304
SO	50	6	0	1136
SP	64	13	17	890
TM	51	6	0	860
UD	75	14	9	729
GRAND TOTALS	1445	209	115	18792

*** CIJE MONTHLY REPORT - JAN93 I.CIJE1 ***10:19:19 03 DEC 1992 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	79	19	6	79
CG	133	16	0	133
CS	99	10	9	99
EA	118	10	1	118
EC	162	19	1	162
FL	114	17	3	114
HE	68	11	0	68
IR	185	24	0	185
JC	21	3	0	21
PS	58	6	0	58
RC	49	11	4	49
SE	96	14	15	96
SO	100	11	22	100
SP	66	10	0	66
TM	61	13	0	61
UD	48	5	0	48
GRAND TOTALS	1457	199	61	1457

*** CIJE MONTHLY REPORT - FEB93 I CIJE2 ***10:52:33 18 DEC 1992 PAGE NO. 1

CLHS	TOTAL CLHS RESUMES	TOTAL CLHS JOURNALS	TOTAL CLHS ONE-SHOT RESUMES	ANNUAL CUMULATIVE TOTAL
CE	73	21	9	152
CG	148	8	0	281
CS	172	25	0	271
EA	108	13	0	226
EC	167	21	1	329
FL	58	10	2	172
HE	57	9	0	125
IR	172	38	1	357
JC	27	3	8	48
PS	30	3	0	88
RC	32	6	5	81
SE	89	11	0	185
SO	130	19	0	230
SP	65	6	20	131
TM	80	11	17	141
UD	32	8	1	80
GRAND TOTALS	1440	212	64	2877

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ACCESS ERIC
1600 Research Boulevard, Rockville, MD 20850 • 1-800-LET-ERIC

October 9, 1992

Dear ERIC Director:

On August 1, 1992, the Department of Education awarded the new three-year contract to operate ACCESS ERIC to Aspen Systems Corporation, Rockville, Maryland. Under the contract, Aspen Systems will undertake a range of new and exciting activities to increase awareness and use of the ERIC System and to complement the work of the other ERIC components. ACCESS ERIC will focus especially on the education information needs of school practitioners by conducting the following new initiatives:

- Providing online access to ERIC information via announcements and ordering systems on bulletin boards and computer networks serving school practitioners.
- Providing Internet access to information and referral databases through SURAnet.
- Conducting direct, proactive marketing to school systems.
- Establishing partnerships with each state department of education.
- Undertaking an ERIC preservice teacher training initiative with Teacher Education.
- Providing bibliographies of Spanish curriculum materials in the database for elementary and secondary school practitioners.
- Creating an in-service coordinator network to provide teachers in each state with a steady source of ERIC information.

An overview of Year 1 activities follows. As always, I welcome your questions, comments, and feedback on ACCESS ERIC's efforts to increase awareness and use of the ERIC System. You can reach me by phone: (301) 251-5045; Fax: (301) 251-5767; or E-mail: bswanson@gwuvm.gwu.edu. Best wishes for a productive, successful year.

Sincerely,

Beverly Swanson
Project Director

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1. Information and Referral File Development

Bulletin board access to ERIC reference and referral files. In order to increase outreach to school practitioners, ACCESS ERIC is working closely with administrators of bulletin boards and online systems used by teachers and school administrators. Already, we have noticed a ripple effect as teachers and administrators download full-text Conclusion Brochures and disseminate them to others not using the network.

America Online has created a message board for ACCESS ERIC to post information on ERIC products and services and to receive messages from their rapidly expanding audience of teachers. America Tomorrow, a network of education association members and business leaders, has posted the Conclusion Brochures in full text for their users. SURAnet is collaborating with ACCESS ERIC to provide information services via the Internet. (SURAnet offers national and international connectivity for the major federal network backbones with T3 (45 Mbps) access.)

OERI Early Alert Publications Catalog. ACCESS ERIC will no longer produce the *OERI Early Alert Publications Catalog*. Therefore, we will not need your staff to fill out data collection forms and forward them to us as your new Clearinghouse publications evolve. We appreciate the time and effort invested by your Clearinghouse to produce this publication in the past. This publication was discontinued because of ERIC budget reductions.

ACCESS ERIC reference and referral databases. We continue to need (and appreciate) your input for the *ERIC Calendar of Education-Related Conferences*, *ERIC Partners Directory*, *Catalog of ERIC Clearinghouse Publications*, *ERIC Directory of Education-Related Information Centers*, and *Directory of ERIC Information Service Providers*. We will send your liaison data collection packets for each of these products as production begins. As in the previous ACCESS ERIC contract, several of these databases are accessible to you online through GTE-ES.

2. User Service Activities

New 800 number. As you are probably aware, on August 22 ACCESS ERIC's toll-free number changed from 1-800-USE-ERIC to 1-800-LET-ERIC (538-3742). A recorded rollover message will refer callers to the new phone number for 3 months; however, we would appreciate it if you could update our toll-free number in any publications you will be distributing over the next few months.

User requests. Over the next three years, we anticipate receiving 700 to 1,000 requests for ERIC information per month, approximately 500 of which will require a written response or packet of materials. As always, we will continue to refer subject-specific calls and letters to the appropriate Component and post the number of referrals to each Component on E-mail each month.

Conferencing. ACCESS ERIC will attend 10 national and regional meetings from August 1992 to July 1993, performing two primary conference outreach activities: exhibition and presentation. Staff will exhibit and conduct ERIC users' workshops at five of the conferences (identified below), sponsor an ERIC Users Open House, and exhibit at or attend the remaining five conferences. Conferences include:

- **Families and Youth Services Bureau Youth Gang Prevention** — **Exhibit**
  October 6-7, 1992, Alexandria, Virginia
- **American Association of School Librarians** — **Users Open House**
  October 22, Baltimore, Maryland
- **National Middle School Association** — **Workshop**
  November 5-8, San Antonio, Texas
- **National Association of Partners in Education** — **Workshop and Exhibit**
  November 20, Arlington, Virginia
- **National Community Education Association** — **Exhibit**
  December 2-5, Detroit, Michigan
- **Drug-Free Schools Conference** — **Workshop**
  December 14-17, Washington, DC
- **United States Conference of Mayors Winter Meeting** — **Exhibit**
  January 17-19, 1993, Washington, DC
- **Association for Supervision and Curriculum Development** — **Exhibit**
  March 27-30, 1993, Washington, DC
- **National School Boards Association** — **Workshop**
  March 27-30, 1993, Anaheim, California

- **American Educational Research Association** — **Attend**
  April 12-16, 1993, Atlanta, Georgia — (tentative)
- **Education Writers Association** — **Attend**
  April 1993, Boston, Massachusetts — (tentative)
- **American Library Association Annual Conference** — **Exhibit**
  June 24-July 1, 1993, New Orleans, Louisiana
- **National School Public Relations Council** — **Workshop/Exhibit**
  early July 1993, San Diego, California — (tentative)

Staff will solicit appropriate Clearinghouse materials for each conference on E-mail as they approach so you will have the chance to have your information distributed to these target audiences.

ACCESS ERIC Partners. ACCESS ERIC plans to target state and local education agencies, associations, institutions, and government agencies as General Partners. Staff will work with national organizations such as the American Association of School Administrators, the National School Public Relations Association, and the National PTA to identify and establish Partnerships with their state and regional chapters. Using regional chapters of larger organizations will enable ACCESS ERIC to respond to the unique education needs of urban, rural, and suburban audiences without infringing upon the Partner relationships established with these organizations by the ERIC Clearinghouses. In addition, staff will identify a contact person within each state department of education to serve as an ACCESS ERIC liaison/General Partnership coordinator for that state in order to help us disseminate ERIC information at the state and local levels.

3. Publication/Dissemination Activities

Combined Systemwide publication. ACCESS ERIC is exploring the possibility of combining *All About ERIC* and *A Pocket Guide to ERIC* into one self-mailer organized to answer likely questions from readers (e.g., What is ERIC? What can it offer a teacher/administrator/student? How can I search the database? What do the Clearinghouses offer?) It would contain tabbed sections for easy reference and be sized to fit in a business envelope. The new *All About ERIC* would be the basic resource for all individuals interested in ERIC, from those who call a Clearinghouse or stop by a conference booth, to preservice and inservice teachers, librarians, and potential ERIC authors.

We would like to know what you and your staff think of this combined product. We recently asked the ERIC Technical Steering Committee for its feedback; Jane Henson is in the process of requesting and compiling opinions and comments from committee members at this time. If you have an opinion or comments, please contact Carol Boston (Phone: 301/251-5038, Internet: cboston@gwuvm.gwu.edu) by the end of October. All suggestions will be compiled and forwarded to OERI/ERIC and will be used to help decide how to go forward with these publications.

Spanish materials. In an effort to be responsive to the needs of our Spanish-speaking users, ACCESS ERIC will prepare bibliographies of the various Spanish language materials in the database. The first two will focus on curriculum materials for elementary and secondary populations. Approximately 5 to 10 pages each, the bibliographies will be reproduced by ACCESS ERIC, and made available free to callers. In addition, copies will be distributed within OERI/ERIC and the ERIC System.

The ERIC Review. *The ERIC Review* will be published three times in Year 1. The fall issue (now in the last level of Department of Education review) addresses education–community–business partnerships and should be out in November; the winter issue (now under development at ERIC/IR) will cover K–12 networking; the topic for the spring issue will be alternative assessment. We are now looking for suggestions for future issues of *The ERIC Review*. If you or your staff have any ideas, please contact Carol Boston (Phone: 301/251-5038; Internet: cboston@gwuvm.gwu.edu) and she will include your suggestions in the list we provide OERI of possible future topics.

Conclusion Brochures. ACCESS ERIC will continue to produce Conclusion Brochures that synthesize and summarize significant conclusions of education research on topics of interest to parents and educators. This year we will coordinate the development and revision of 8 brochures on areas selected for their relevance to the National Education Goals. These will be posted in full-text and announced via network bulletin boards. Five are already in progress; 3 will be added.

Titles currently in stock include:

How Can I Be Involved in My Child's Education?
How Can I Improve My Child's Reading?
How Can Parents Model Good Listening Skills?
How Can We Help Children Learn Geography?
How Can We Help Children Learn To Be Responsible Citizens?
How Do I Know If My Child's Teacher Is Qualified?
How Important is Homework?
Should Gifted Students Be Grade-Advanced?

What Do Parents Need To Know About Children's Television Viewing?
What Is a Quality Preschool Program?

Topics under development include:

How Can Parents Be Involved in Middle School? (Spanish)
How Do I Help My Child Say "No" to Drugs?
Information Resources for Financing Students' Higher Education
What Should Be Learned In Kindergarten?
What Should I Know About School Testing?

Thanks to all the Clearinghouse personnel who have been active as authors and reviewers. If you or your staff have suggestions for future topics, or would like to volunteer to author a future Conclusion Brochure, please contact Carol Boston (Phone: 301/251-5038; Internet: cboston@gwuvm.gwu.edu) and she will include your suggestions in the list we provide OERI of possible future topics.

Outreach mailings and activities. While continuing service to other user populations, ACCESS ERIC's primary target for Year 1 outreach is the K-12 education community, including classroom teachers, school librarians, administrators, school board members, teacher educators, and those involved in community-based school reform. Outreach to these groups will occur through direct mailings, networking with associations and agencies, article and announcement placements (both print and electronic), conference and workshop presentations, and special projects. ACCESS ERIC will kick off its targeted outreach efforts in the fall with a large direct mailing: a letter providing an overview of ERIC which will be mailed to 17,000 public school superintendents.

Collaboration with ERIC/SP on teacher education initiative. In cooperation with the ERIC Clearinghouse on Teacher Education, ACCESS ERIC is exploring how teacher educators are training preservice teachers to use education information, including ERIC, information centers and hotlines, and computer networks. Teacher Education will publish an invitation to readers of the AACTE newsletter to respond to ACCESS ERIC with information about their training strategies and materials.

Inservice teachers project. In order to reach inservice teachers who do not know about ERIC, ACCESS ERIC staff have begun to contact inservice coordinators at each state board of education regarding their training objectives and potential use of ERIC systemwide awareness publications and referral services. We are following up with tailored packages for reproduction and distribution to local districts and schools.

4. ERIC System Coordination

Meetings. ACCESS ERIC will continue to provide logistical support for Systemwide meetings. Staff will coordinate the Directors'/Technical Meeting in April 1993. Tentative dates are April 26–29.

***Striving for Excellence: The National Education Goals*, Volume 2.** ACCESS ERIC will coordinate the creation and production of a second volume of *Striving for Excellence: The National Education Goals* in Spring 1993. Like Volume 1, Volume 2 will be a compilation of ERIC Digests from each ERIC Component grouped around the goal areas. To aid in duplication, a looseleaf version of Volume 2 will be made available to groups wishing to do their own reproduction. We will contact you at the appropriate time to begin collecting material.

System brokerage. In an effort to reach key audiences—school-based professionals, policymakers, parents, the media, librarians, students, and the general public—on behalf of the ERIC System, ACCESS ERIC will continue to broker ERIC System publications for any Clearinghouse that would like to take advantage of the program. We would be more than happy to announce your Clearinghouse publications in ACCESS ERIC publications and mailings, distribute your free documents, including Digests and publication order forms, and/or sell your Clearinghouse cost-recovery publications as requested. Simply contact Matt Soska (phone: 301/251-5264; Internet: matsoska@gwuvm.gwu.edu) if you would like to have us distribute any of your publications and he will make arrangements with you.

5. Project Management

Advisory Board. ACCESS ERIC's eight-member National Advisory Board will convene October 21 to provide guidance and oversight of our marketing and dissemination strategies, particularly those targeted toward education practitioners. The 1992 board members are:

- **Ted Brandhorst**, Director of the ERIC Processing and Reference Facility
- **Jo Ann Carr**, Incoming Chair of the Education and Behavioral Sciences Section of the Association of College and Research Librarians
- **Clara G. Hoover**, Library Media Specialist at Millard South High School in Omaha, Nebraska, and member of the Board of Directors of the American Association of School Librarians
- **Edward P. Keller**, Deputy Executive Director of the National Association of Elementary School Principals

Elementary School Principals

- **Gail Porter Long**, Director of Education Projects and Executive Producer for Maryland Public Television
- **Gary Marchionini**, Graduate Faculty of the College of Library and Information Services, University of Maryland
- **Ruth Toor**, Library Media Specialist at Southern Boulevard School in Chatham, New Jersey, and Incoming President of the American Association of School Librarians
- **Elena Pell**, Director of Program Development for the ASPIRA Association

Board members will work closely with ACCESS ERIC in order to promote the goal of greater awareness and use of the ERIC System by persons concerned with educational issues, particularly school-based professionals.

Assessment activities. In an effort to be continually responsive to current and potential user needs, staff will evaluate the usefulness of ACCESS ERIC products and services and assess users' unmet education information needs in Year 1. The assessment activities will involve the compilation of anecdotal information via product feedback forms and telephone and face-to-face interviews with selected individuals in key organizations; followups of reference and referral responses provided to ACCESS ERIC users; focus groups at conferences; and a survey of *The ERIC Review* readers.

ACCESS ERIC
1600 Research Boulevard, Rockville, MD 20850 • 1-800-LET-ERIC

For Immediate Release
Contact: Carol Boston
1-800-LET-ERIC/(301) 251-5038

ACCESS ERIC Focuses on K-12 Practitioners

ACCESS ERIC, the outreach and promotion component of the Educational Resources Information Center (ERIC) System, is undertaking a series of initiatives to increase awareness and use of ERIC by elementary and secondary school teachers, principals, and superintendents. ERIC includes the world's largest education database, which contains more than 750,000 citations of documents and journal articles, as well as a network of 16 subject-specific clearinghouses that acquire documents for the database, produce helpful research summaries, and offer customer service within their areas of expertise.

To help educators use ERIC to improve teaching and learning, ACCESS ERIC:

- Operates a toll-free education resource and referral line (1-800-LET-ERIC) from 8:30 a.m. to 5:15 p.m. E.S.T. weekdays.
- Produces free resources such as *A Pocket Guide to ERIC*, *All About ERIC*, and *The ERIC Review*, a journal published three times per year. The next two issues of *The ERIC Review* focus on education-community-business partnerships and K-12 networking (Call 1-800-LET-ERIC to order).
- Works with inservice coordinators to provide relevant training materials from ERIC for school districts.
- Posts education resources such as brochures for parents and teachers on reading, citizenship, homework, and other topics onto computer networks, including GTE, America Online, and America Tomorrow.
- Conducts mailings to school superintendents, K-12 education associations, and education media regarding free and low-cost ERIC resources.
- Exhibits and makes presentations at national conferences attended by teachers, school librarians, administrators, and school board members.

ACCESS ERIC is sponsored by the U.S. Department of Education, Office of Educational Research and Improvement. A contract to operate ACCESS ERIC for the next three years was recently awarded to Aspen Systems, 1600 Research Boulevard, Rockville, MD 20850-3172.

ACCESS ERIC
1600 Research Boulevard, Rockville, MD 20850 • 1-800-LET-ERIC

December 1992

Dear Superintendent:

Now that the school year is well underway, I want to take this opportunity to introduce you to (or reacquaint you with) the Educational Resources Information Center (ERIC) System, sponsored by the U.S. Department of Education, Office of Educational Research and Improvement. ERIC's vast resources can help you make sound administrative decisions and provide dynamic school leadership.

Are you considering ways to use technology to improve instruction? Wondering how to involve parents and community members in school restructuring? Trying to minimize the effects of budget cuts? Exploring ways to measure teaching and learning? If so, ERIC has something to offer you.

The ERIC System maintains the world's largest education database—containing citations for more than 750,000 documents and journal articles. ERIC searches can be conducted at more than 3,000 locations worldwide, including college and university libraries, state education agencies, city libraries, and school districts. Access to ERIC resources is also available via many computer networks. To locate the nearest source for an ERIC search or to learn more about accessing ERIC via computer networks, call 1-800-LET-ERIC.

You can read the documents you locate through an ERIC search on microfiche or order paper copies from the ERIC Document Reproduction Service (1-800-443-ERIC). In addition, 16 subject-specific ERIC Clearinghouses offer free and low-cost publications and services, including the popular ERIC Digests, 2-page research syntheses of timely topics, as well as bibliographies, handbooks, and search strategy consultations.

If you'd like an overview of the ERIC System or a free referral to the Clearinghouse that can best help you with your education information needs, call 1-800-LET-ERIC. You can use the same toll-free number to request a **free** subscription to *The ERIC Review*, an education journal published three times a year. You won't want to miss our forthcoming issues on school-community-business partnerships and K-12 computer networking.

Education information is critical to effective school leadership. We invite you to put ERIC to work for you.

Sincerely,

Beverly Swanson

Beverly Swanson
Director, ACCESS ERIC

ACCESS ERIC
1600 Research Boulevard, Rockville, MD 20850 • 1-800-LET-ERIC

For Immediate Release
Contact: Carol Boston
1-800-LET-ERIC/(301) 251-5038

Calendar of Education Conferences Now Available

ACCESS ERIC, the outreach and promotion component of the Educational Resources Information Center (ERIC) System, sponsored by the U.S. Department of Education, announces the availability of the *1993 ERIC Calendar of Education-Related Conferences*. The *1993 Calendar* includes 525 international, national, and regional education conferences, seminars, and exhibitions scheduled for the 1993 calendar year.

Individual entries provide such information as the conference site, sponsor, topics, suggested audience, estimated attendance, contact person, registration details, and hotel rates. Events are listed chronologically, with extensive indexes to allow readers to look up conferences according to subject, sponsor, and geographic area.

The calendar is an ideal resource for:

- **School administrators and teachers** who are looking for opportunities for professional development and who need plenty of advance notice about education conferences in order to make budget and scheduling decisions.
- **Professors and education students** who want to remain current in their fields, network with practitioners, and present research findings to targeted audiences.
- **Association personnel** who are looking for opportunities to exhibit or collaborate with other organizations.
- **Education writers** who want to enhance their background knowledge and meet experts in various fields.

The 286-page calendar is available for $20, including U.S. postage and handling. (There is an additional $2 fee for orders from Canada, and a $4 fee for orders from other countries.) To order, phone 1-800-LET-ERIC (538-3742) or write to ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850. Checks, purchase orders, and MasterCard/Visa are accepted.

The *1993 ERIC Calendar of Education-Related Conferences* is also available online through GTE Education Services. Call 1-800-927-3000 for information about access.

ERIC Acquisitions Arrangement List
Supplement, December 1992

Academic Therapy Publications
Novato, CA 94949-6191
CONTACT: Arleta Quesada, Marketing Dir.
CH: EC START DATE: 92
LEVEL: 2* AUTHORIZER: A. Quesada
NOTE: Blanket, automatic
SEND MF TO: Organization Contact

Accelerated Development Inc., Publishers
Muncie, IN 47304-4896
CONTACT: Joseph W. Hollis, President
CH: CG START DATE: 92
LEVEL: 2* AUTHORIZER: J. W. Hollis
NOTE: Blanket, monitor & request, cite availability
SEND MF TO: Organization Contact

Akron Public Schools
Akron, OH 44308
CONTACT: Brian G. Williams, Deputy Assistant, Accountability
CH: TM START DATE: 85
LEVEL: 1 AUTHORIZER: B. G. Williams
NOTE: Blanket, non-scope transfer.
Delete: Dept. of Research & Evaluation
SEND MF TO: Organization Contact

Alabama Public Library Service
Montgomery, AL 36130
CONTACT: Vince Thacker, Government Documents Librarian
CH: IR START DATE: 90
LEVEL: 1 AUTHORIZER: V. Thacker
NOTE: Blanket
SEND MF TO: Organization Contact

Alabama University
Evaluation and Assessment Lab
Tuscallosa, AL 35487-0231
CH: TM
NOTE: Delete

American Association for Counseling and Development
Alexandria, VA 22404
CH: CG
NOTE: Now: American Counseling Association

American Association of Retired Persons
Special Projects
Washington, DC 20049
CONTACT: Catherine Ventura-Merkel
Senior Program Specialist
CH: CE START DATE: 90
LEVEL: 1 AUTHORIZER: C. Ventura-Merkel
NOTE:Blanket, scope, observe copyright release, cite availability
SEND MF TO: Organization Contact

American Bar Association
Youth Education for Citizenship
Chicago, IL 60611-3314
CH: SO START DATE: 92
LEVEL: 1 AUTHORIZER: M. McKinney-Browning
NOTE: Blanket, monitor & request
SEND MF TO: Contributor/Author

American Council on Education
GED Testing Service
Washington, DC 20036
CONTACT: Jean H. Lowe, Director
CH: CE START DATE: 87
LEVEL: 1 AUTHORIZER: J. H. Lowe
NOTE: Blanket for specified documents, automatic, scope
SEND MF TO: Organization Contact

American Counseling Association
Alexandria, VA 22304
CONTACT: W. Mark Hamilton, Pub. & Comm. Dir
CH: CG START DATE: 90
LEVEL: 2 AUTHORIZER: W. M. Hamilton
NOTE: Blanket, monitor & request, cite availability. Formerly: American Association for Counseling & Development (AACD)
SEND MF TO: Organization Contact

American Educational Research Association
Arts & Learning Special Interest Group
Columbus, OH 43210
CH: SO START DATE: 92
LEVEL: 1 AUTHORIZER: P. L. Stuhr
NOTE: Blanket for Arts and Learning Research Series. Now located at Ohio State University
SEND MF TO: Contributor/Author

American Educational Research Association
Arts & Learning Special Interest Group
Cedar Falls, IA 50613
CH: TM
NOTE: Delete

Annie E. Casey Foundation
Greenwich, CT 06830
CH: UD START DATE: 92
LEVEL: 1 AUTHORIZER: W. J. Rust
NOTE: Blanket, scope
SEND MF TO: Contributor/Author

Arizona State Dept. of Education
Div. of Migrant Child Education
Phoenix, AZ 85007
CONTACT: J. O. Maynes, Jr., Ed. Prog. Dir.
CH: RC START DATE: 75
LEVEL: 1 AUTHORIZER: J. O. Maynes, Jr.
NOTE: Blanket, scope
SEND MF TO: Organization Contact

Arizona State Dept. of Education
Vocational Education Div.
Phoenix, AZ 85007
CONTACT: Richard Condit, Director
CH: CE START DATE: 80
LEVEL: 1 AUTHORIZER: R. Condit
NOTE: Blanket
SEND MF TO: Organization Contact

Arkansas State Dept. of Education
Gifted Programs
Little Rock, AR 72201
CONTACT: Martha G. Bass, Administrator
CH: EC START DATE: 92
LEVEL: 1 AUTHORIZER: M. G. Bass
NOTE: Blanket
SEND MF TO: Organization Contact

Art Educators of New Jersey
Washington Township, NJ 07675-5037
CH: SO START DATE: 91
LEVEL: 1 AUTHORIZER: P. Valenti
NOTE: Blanket, monitor & request
SEND MF TO: Contributor/Author

Arts, Education & Americans, Inc.
New York, NY 10020
EFAA: 230
NOTE: Delete

Association for Continuing Higher Education
Indianapolis, IN 46202-5171
CONTACT: Scott E. Evenbeck, Exe. Vice President
CH: CE START DATE: 88
LEVEL: 1 AUTHORIZER: S. Evenbeck
NOTE: Blanket for Journal of Continuing Higher Education and conference proceedings. Now located at Indiana University-Purdue Univ. at Indianapolis.
SEND MF TO: Contributor/Author
CONFERENCE PAPERS: Acquired

Association for Experiential Education
Boulder, CO 80303-2252
CONTACT: Barbara A. Baker, Executive Director
CH: RC START DATE: 79
LEVEL: 1 AUTHORIZER: B. A. Baker
NOTE: Blanket for all publications, scope
SEND MF TO: Organization Contact
CONFERENCE PAPERS: Acquired

Australian National University
Library
Canberra, ACT 2601
AUSTRALIA
CONTACT: Colin Steele, University Librarian
CH: IR START DATE: 84
LEVEL: 1 AUTHORIZER: C. Steele
NOTE: Blanket for occasional papers
SEND MF TO: Organization Contact

Brookline Public Library
Brookline, MA 02146
CONTACT: Jerry M. Cirillo, Coolidge Corner Branch Supervisor
CH: CE START DATE: 89
LEVEL: 1 AUTHORIZER: J. M. Cirillo
NOTE: Blanket for "Need I Say More"
SEND MF TO: Organization Contact

Brown University
Center for Foreign Policy Development
Providence, RI 02912
CONTACT: Susan Graseck, Project Director
CH: SO START DATE: 92
LEVEL: 2* AUTHORIZER: S. Graseck
NOTE: Blanket for "Choices for the 21st Century Education Project" Series
SEND MF TO: Organization Contact

Calgary Adult Literacy Awareness Project
Calgary, Alberta T2V 3A2
CANADA
CH: CE START DATE: 92
LEVEL: 1 AUTHORIZER: J. Bell
NOTE: Blanket
SEND MF TO: Contributor/Author

California State Dept. of Education
Div. of Vocational Education
Sacramento, CA 94244-2720
CONTACT: Susan Reese, State Director
CH: CE START DATE: 86
LEVEL: 1 AUTHORIZER: S. Reese
NOTE: Blanket, monitor & request
SEND MF TO: Organization Contact

California State Legislature
Assembly Publications Office
Sacramento, CA 94249-0001
CONTACT: John Mello, Supervisor
EFAA: 372 START DATE: 92
LEVEL: 1 AUTHORIZER: J. H. Mello
NOTE: Blanket for government documents, automatic
SEND MF TO: Organization Contact

California State University
Inst. for Teaching & Learning
Long Beach, CA 90802
CH: HE START DATE: 92
LEVEL: 1 AUTHORIZER: H. R. Roberts
NOTE: Blanket for submitted documents, non-scope transfer
SEND MF TO: Contributor/Author

Center for Creative Leadership
Greensboro, NC 27438-6300
CONTACT: Marcia Horowitz, Editorial Administrator
EFAA: 371 START DATE: 92
LEVEL: 2* AUTHORIZER: M. Horowitz
NOTE: Blanket for reports & books on leadership education, automatic, cite availability
SEND MF TO: Organization Contact

Center for Creative Leadership
Greensboro, NC 27438-6300
CONTACT: Marcia Horowitz, Editorial Administrator
CH: CG START DATE: 77
LEVEL: 2 AUTHORIZER: M. Horowitz
NOTE: Blanket, monitor & request, scope, cite availability
SEND MF TO: Organization Contact

Charles Sturt University-Riverina
Open Learning Institute
Wagga Wagga, NSW 2650
AUSTRALIA
CH: IR START DATE: 92
LEVEL: 1 AUTHORIZER: P. A. Donnan
NOTE: Blanket for occasional papers in open and distance learning
SEND MF TO: Contributor/Author

Cleveland Public Schools
Research and Analysis
Cleveland, OH 44114
CONTACT: Ofelia Halafa, Section Chief
CH: TM START DATE: 78
LEVEL: 1 AUTHORIZER: O. Halafa
NOTE: Blanket, scope. Formerly: Special Projects and Continuing Education
SEND MF TO: Organization Contact

College Board (The)
Research and Development Planning
New York, NY 10019
EFAA: 270
NOTE: Delete

Collin County Community College
McKinney, TX 75070
CONTACT: John H. Anthony, President
CH: JC START DATE: 92
LEVEL: 1 AUTHORIZER: J. H. Anthony
NOTE: Blanket
SEND MF TO: Organization Contact

Colorado State Library & Adult Education Office
Denver, CO 80203
CONTACT: James M. Schubert, Ass't Dir.
CH: IR START DATE: 78
LEVEL: 1 AUTHORIZER: J. M. Schubert
NOTE: Blanket, scope
SEND MF TO: Organization Contact

Cook Inlet Tribal Organization
Anchorage, AK 99503
CONTACT: Ramona N. Suetopka Duerre, ANETAC Director
CH: RC START DATE: 92
LEVEL: 2* AUTHORIZER: R. N. S. Duerre
NOTE: Blanket
SEND MF TO: Organization Contact
CONFERENCE PAPERS: Acquired

Delaware State Dept. of Public Instruction
Div. of Vocational Education
Dover, DE 19903
CONTACT: Lewis L. Atkinson, Supervisor, Curr. Dev.
CH: CE START DATE: 80
LEVEL: 1 AUTHORIZER: L. L. Atkinson
NOTE: Blanket, automatic
SEND MF TO: Contributor/Author

Educational Media Corporation
Minneapolis, MN 55421
CONTACT: Don L. Sorenson, President
CH: CG START DATE: 92
LEVEL: 2* AUTHORIZER: D. L. Sorenson
NOTE: Blanket, monitor & request, scope, cite availability
SEND MF TO: Organization Contact

Essen University
Library
4300 Essen 1
GERMANY
CONTACT: Ahmed H. Helal, Chief Librarian
CH: IR START DATE: 92
LEVEL: 1 AUTHORIZER: A. H. Helal
NOTE: Blanket
SEND MF TO: Organization Contact

Florida State Mental Health Institute
University of South Florida
Tampa, FL 33612
CONTACT: Ardis Hanson, Dept. Head
CH: EC START DATE: 92
LEVEL: 1 AUTHORIZER: R. M. Friedman
NOTE: Blanket, automatic
SEND MF TO: Organization Contact

Florida State University
Center for International Studies
Learning Systems Institute
Tallahassee, FL 32306-4041
CONTACT: Jerry Messec, Research Director
CH: EA START DATE: 92
LEVEL: 1 AUTHORIZER: J. Messec
NOTE: Blanket, scope, cite availability
SEND MF TO: Organization Contact

George Washington University
Center for Social Policy Studies
Washington, DC 20006
CONTACT: Sar A. Levitan, Director
CH: CE START DATE: 92
LEVEL: 1 AUTHORIZER: S. A. Levitan
NOTE: Blanket, scope. Formerly: National Council on Employment Policy
SEND MF TO: Organization Contact

Georgia State University
Center for the Study of Adult Literacy
Atlanta, GA 30303-3083
CONTACT: Joanne R. Nurss, Director
CH: CE START DATE: 92
LEVEL: 1 AUTHORIZER: J. R. Nurss
NOTE: Blanket unless otherwise noted
SEND MF TO: Organization Contact

Golden West College
Huntington Beach, CA 92647
CH: JC START DATE: 92
LEVEL: 1 AUTHORIZER: S. Isonio
NOTE: Blanket
SEND MF TO: Contributor/Author

Hawaii University
Office of the State Director for
Vocational Education
Honolulu, HI 96814
CONTACT: Barbara White, R & D Coordinator
CH: CE START DATE: 88
LEVEL: 1 AUTHORIZER: B. White
NOTE: Blanket
SEND MF TO: Organization Contact

Hezel Associates
Syracuse, NY 13210
CH: IR START DATE: 92
LEVEL: 1 AUTHORIZER: R. T. Hezel
NOTE: Blanket
SEND MF TO: Contributor/Author

Illinois Community College Trustees Association
Springfield, IL 62701
CONTACT: Kim Villanueva, Public Info. Officer
CH: JC START DATE: 92
LEVEL: 1 AUTHORIZER: K. Villanueva
NOTE: Blanket for "Illinois Trustee and Collective Bargaining Report", cite availability
SEND MF TO: Organization Contact

Illinois University at Urbana-Champaign
Center for the Study of Reading
Champaign, IL 61828
CH: CS START DATE: 77
LEVEL: 1 AUTHORIZER: F. Lehr
NOTE: Blanket for technical reports
SEND MF TO: Contributor/Author

Indiana Historical Bureau
Indianapolis, IN 46204-2296
CONTACT: Pamela J. Bennett, Director
CH: SO START DATE: 90
LEVEL: 2* AUTHORIZER: P. J. Bennett
NOTE: Blanket, monitor & request
SEND MF TO: Organization Contact

Indiana State Library
Indianapolis, IN 46204
CONTACT: C. Ray Ewick, Director
EFAA: 367 START DATE: 92
LEVEL: 1 AUTHORIZER: C. R. Ewick
NOTE: Blanket
SEND MF TO: Organization Contact

Institute on Education and the Economy
New York, NY 10027
CONTACT: Erwin Flaxman, Assoc. Dir.
CH: UD START DATE: 92
LEVEL: 1 AUTHORIZER: E. Flaxman
NOTE: Blanket. Located at Columbia University, Teachers College
SEND MF TO: Organization Contact

International Joint Commission
Great Lakes Regional Office
Windsor, Ontario N9A 6T3
CANADA
CONTACT: Beverley Croft, Information Officer
CH: SE START DATE: 92
LEVEL: 1 AUTHORIZER: B. Croft
NOTE: Blanket. Also located in Detroit, MI
SEND MF TO: Organization Contact

Japan Audio-Visual Education Association
Tokyo 105
JAPAN
CONTACT: Jadaski Sato
CH: IR START DATE: 92
LEVEL: 1 AUTHORIZER: J. Sato
NOTE: Blanket for Computer Networking in Japanese Education Today, AVE in Japan series.
SEND MF TO: Organization Contact

Kansas University
Dept. of Special Education
CEC Div. on Mental Retardation
Lawrence, KS 66045
CH: EC
NOTE: Delete

Learning Enrichment, Inc.
Williamsburg, VA 23185
CH: SO START DATE: 91
LEVEL: 1 AUTHORIZER: C. C. Westland
NOTE: Blanket, monitor & request, cite availability
SEND MF TO: Contributor/Author

Lifelong Literacy
St. Paul, MN 55101
CH: CE
NOTE: Delete

Los Angeles City College
Los Angeles, CA 90029
CONTACT: Molly Ann Squire, Stat. Analyst
CH: JC START DATE: 92
LEVEL: 1 AUTHORIZER: M. A. Squire
NOTE: Blanket for reports sent by authorizer
SEND MF TO: Organization Contact

Maryland State Advisory Council on Vocational-Technical Education
Annapolis, MD 21401-1949
CONTACT: Margaret Bartow, Acting Exe. Director
CH: CE START DATE: 88
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Minnesota University
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